

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
February 1- February 2, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. Collins, Vice Chairman  
Eric Davis  
Todd Chasteen  
Gregory Alcorn

Wayne McDevitt  
Olivia Oxendine  
Rebecca Taylor  
Patricia Willoughby

Also present were:

Mark Johnson, State Superintendent  
Amanda Bell, Local Board Member Advisor

Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

SBE Chairman Bill Cobey called the Wednesday session of the January 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Cobey noted that our Issues Session began in Room 150 this morning where streaming was not available. Chairman Cobey also noted that, at the conclusion of the Issues Session, the Board moved back to the Board Room to begin committee meetings. Chairman Cobey welcomed all visitors that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website, he welcomed visitors, online listeners, and Twitter followers.

Chairman Cobey explained that, prior to convening this meeting, the Board hosted its annual Legislative breakfast, followed by an Issues Session on "Teaching Reading to Young Children."

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

## APPROVAL OF AGENDA

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on Simbli eBoard and had been available for Board members review. He requested a motion for approval.

### Discussion/Comments:

- There was no further discussion.

*Upon motion made by Mr. Eric Davis, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for February 1 and February 2, 2017.*

## SBE ISSUES SESSION

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. Chairman Cobey recognized Dr. Oxendine for further introductions.

### ➤ Teaching Reading to Young Children

- **Dr. Rebecca Garland, Deputy State Superintendent; Ms. Carolyn Guthrie, Director, K-3 Literacy Division**
  - **Teacher Presenters:**
    - **Kindergarten – Ms. Tonya Baldwin, Richmond County Schools**
    - **First Grade – Ms. Jennifer Patterson, Alexander County Schools**
    - **Second Grade – Ms. Debbie Spears, Richmond County Schools and Ms. Kimberly Fullard, New Hanover County Schools**
    - **Third Grade – Mr. Michael Jeffreys, New Hanover County Schools**
    - **Fourth Grade – Ms. Kellie White, Catawba County Schools**

Dr. Garland discussed the background of Read to Achieve and the specific focus on early childhood literacy development. Ms. Guthrie presented a Power Point with an overview of literacy components and a focus on reading instruction based on the standards and assessment. Ms. Guthrie shared some best practices for reading programs. Six teachers from across North Carolina presented videos displaying their classroom settings around literacy instruction and standards. Some highlights from the team members were:

- Need for explicit instruction and phonic skills
- Higher order thinking, practicing fluency
- Learning targets, comparing text, higher order thinking, and writing about their thinking
- Scaffolding of instruction through whole group and small guided reading helps the students become independent readers
- Small group strategies – students read and re-read text
- Compare and contrast sentences, paragraphs, and texts – students work on text structure
- Guided reading instruction

At the conclusion of the Issue Session, Board members moved from Room 150 to the Board Room on seventh floor.

Chairman Cobey began the meeting in the Board Room by noting to the audience that the morning Issues Session was presented in the Education Building Auditorium which does not have the capacity for audiostreaming. He noted that the Board had already approved the February agenda and that the Ethics Statement had been read. Chairman Cobey then recognized Mr. Wayne McDevitt, Chairman of the Special Committee on Global Education to begin the Board's committee meeting.

**SPECIAL COMMITTEE ON GLOBAL EDUCATION  
MEETING  
(Mr. Wayne McDevitt, Chair; Ms. Tricia Willoughby, Vice Chair)**

The following members were present:

Wayne McDevitt, Chair	Amanda Bell, Local Board Member Advisor
Patricia Willoughby, Vice Chair	Melody Chalmers, Principal of the Year Advisor
Eric Davis	Bobbie Cavnar, Teacher of the Year Advisor
Rebecca Taylor	Yates McConnell, Senior Student Advisor
Olivia Oxendine	
Gregory Alcorn	

Also present were:

William Cobey, Chairman  
A.L. "Buddy" Collins, Vice Chairman  
Mark Johnson, State Superintendent

***ACTION AND DISCUSSION***

**STATUS UPDATE ON THE SPECIAL COMMITTEE ON GLOBAL EDUCATION**

Mr. McDevitt introduced two special guests to help celebrate this update on global education. Miss Elise Tucker and Miss Nea Strawn represent the Charlotte-Mecklenburg Language Immersion program, Waddell Language Academy and speak Mandarin Chinese. They spoke fluent Mandarin Chinese while translating to the Board. They shared that while learning this language they focused on curriculum, language, and cultural, issues and have participated in this program since they were five years-old. They shared examples of how they learned through songs, stories, literature, and informational text. Their goal is to one day be both bi-lingual and bi-literate. They shared that their immersion teachers set very high standards for them. They also shared that they worked hard and understand that they need to be globally competitive. Elise and Nea travelled to China last year and stayed with Chinese families. They both confirmed that "yes," they really do speak Chinese. Elise and Nea thanked the Board for the opportunity to share their experiences as language immersion students.

Mr. McDevitt thanked the students for sharing and opened up for questions. Mr. McDevitt asked what other languages are available at their school. Elise answered that there are five language programs: Chinese, Japanese, French, Germany, and Spanish. Mr. Davis thanked the students as well for a great job and shared a story about the indications of demand for this type of program. Ms. Willoughby thanked the students for

coming and sharing such energy and success in our public schools. Mr. McDevitt stated that this is significant and a brief glimpse and felt that it was important to share with the Board what is going on in schools from seventh and eighth graders. Photos were taken with the Board and Superintendent.

Mr. McDevitt noted that five years ago the Board worked on a Global Education Plan. He stated that the Task Force heard from businesses, universities, non-profits, LEAs, and schools across the state. Mr. McDevitt shared that the plan has a number of findings, commitments, and twelve action items. He noted that this Board recommitted to the plan in 2013. Mr. McDevitt encouraged the Board to read the executive summary from the packet as well as on the web at their leisure. He added there is also a rubric on global-ready schools, global-ready districts, and a one-page document describing steps for teacher education badging.

Ms. Willoughby informed the Board about how SBE collaborates to support our Task Force recommendations. She noted that this is another initiative that supports our Whole Child NC Model. Ms. Willoughby shared that we have gained national recognition for this work. Ms. Willoughby introduced Dr. Maria Pitre-Martin to begin the panel discussion for the Global Education update.

Dr. Maria Pitre-Martin commented that some of the critical things that have occurred within the DPI have been around the leadership of Ms. Helga Fasciano. Dr. Pitre-Martin also shared that the Department has done a very good job pulling cross divisional teams together. She further stated that another thing that has been working well, is to ensure at the front-end that this is part of the Digital Teaching and Learning work that is going on across the State. As mentioned earlier, the Global Education teacher badging efforts are part of the digital learning initiatives, but a lot of the content that has been developed for the global education work resides within Home Base, which is a feature that educators can access. This component will be further discussed with the panelists dealing with partnerships that DPI has made so that teachers are receiving high quality professional development.

Ms. Willoughby asked each panelists to introduce themselves and share how their program aligns with the global education recommendation outcomes and digital badging.

**Mr. Matt Redman, Council on International Education Exchange (CIEE)**, a non-governmental, non-profit organization dedicated to student exchange of all ages. Mr. Redman shared information on the high school initiative, which is called the Global Navigator Summer Study Abroad Programs. In 2015, CIEE received a \$20 million multi-year grant that will be distributed across five years. CIEE approached the State of NC based on the 2013 report from the Global Education Task Force, in addition to the actions that were occurring within the state to actually execute that plan. In 2015, 76 students went on scholarships with \$223,000 of total scholarship money for summer tuition. In 2016, 72 students traveled with \$185,000 in scholarship, and to-date this year, there are 125 students confirmed with \$385,000 in scholarship. By 2019, CIEE will distribute approximately \$1.5 million in scholarship funds to NC students. He added that there are 32 high schools in fourteen LEAs participating. He noted that these programs align with the global initiative in NC. He also stated that the students connect with the world and come back as living examples, aligning exactly with attribute five on the rubric.

The next panelist was **Mr. Kevin Smith, Senior Director of Programs at Participate, formally known as VIF International Education**. Mr. Smith said that 30 years ago VIF started the process for partnering with NC schools to bring in international educators. He noted that for the last ten years, VIF has been creating global education programs, particularly dual-language programs, global literacy programs, and implementing

them in schools. Participant's theory of practice begins with teacher learning. Mr. Smith noted that the framework is a systematic and sustainable model that students and teachers can grow into. He discussed one of the tools currently in place which is a digital platform that hosts professional development that teachers can access at different levels in global education. Mr. Smith stated that through collaboration with partners and DPI, VIF has developed global badging for teachers. He shared that it is a very comprehensive format and model of support across NC. Mr. Smith estimated approximately 13,000 visiting teachers came through NC through the J1 visa program, and then returned to their countries sharing the great things they learned about teaching and learning in NC.

**Ms. Charlé Lamonica, Director, World View at UNC-Chapel Hill.** Ms. Lamonica began by sharing whenever she goes to speak nationally about the work of World View with NC students. She indicated that universities and schools around the country are very excited about this initiative and the way it has been strategically implemented. World View was developed in 1998 as a public service program at UNC-Chapel Hill, where it committed to linking university resources to educators across North Carolina. K-12 educators, as well as community college educators, are all included to make sure that all students are globally engaged citizens and become competitive in the global workplace. World View has partnered with global symposiums, bringing together university professors, educators from around the state, 148 partnerships with K-12 schools, LEAs and community colleges. She added that World View is very interested in access, in particular in underserved areas, where scholarship programs are provided. She believes that World View's leadership program fits the standards in terms of a global education leaders program. She concluded by noting the importance of diversity in partners and ensuring information discussed is on relevant issues in class rooms today. She added that face-to-face conversations is another part of the rich on-going professional development within a global context.

**Mr. Richard VanSant Executive Director, Go Global NC.** Dr. VanSant stated that Go Global's portfolio is a little broader in that they work at the policy level with legislators at the State level, community leaders, with economic development, as well as partnering with NC Departments of Commerce, Agriculture, and economic partnerships in North Carolina. He stated education is about putting young people in a position to be whole, to live a healthy life in healthy communities, and to create a civil society. He also referred to the January 2013 report, saying that NC has moved the needle rather substantially across all six recommendations. He stated that NC has always been, and will continue to be, essentially integrated into a global community as part of its success. Go Global is privileged to manage the Chinese Guest Teacher Program with DPI. Six years ago, there were 350 students studying Mandarin; today there are over 14,000 studying Mandarin in the state. The work of VIF, World View, and CIEE is organized around reaching that tipping point, which was coordinated by this nationally recognized model. This teacher badging system that the State has created is truly without peer and without nonparallel in the U.S.

Ms. Willoughby asked Dr. Maria Pitre-Martin to give some historical context about these programs and languages, as well as the intersection with digital learning and NC Virtual Public School, and how the State rethinks schools. Dr. Pitre-Martin noted that in 2000-2001 there were three programs for dual language immersion. There are now 122 of these programs across the state, located in every region of the state, in 34 LEAs and three charter schools. She also stated that many schools have seen this as a strategy for school improvement. Many students are using NCVPS to pursue many different languages. The power of technology is to connect NC students with students across the world.

Mr. McDevitt followed up by referring to Broughton High School world language courses to include the study of international affairs and the economies, societies, and cultures of other nations along practical survival language skills. He stated that this is a transition that the State continues to do.

Ms. Willoughby asked Ms. Lamonica to describe how World View is helping with these new school models and global education model implementation. She stated that in terms of badging for teachers, schools, and LEAs, the key is that participation in World View programs involves teachers and administrators as teams. World View provides action plans for team use as they think through global issues; they are linked with a World View person to decide on implementation in their class rooms or to highlight the great things that they are doing. UNC-Chapel-Hill has national resource centers that reflect area studies from around the world. Mr. Smith added that it is important to create tools with a framework that will deliver training for teachers to have access. He shared that training and supporting teachers and providing feedback on how they are doing is critical to making sure that this instruction model is more than a program, but that it sustains itself over time.

Mr. Alcorn asked if, at the national and federal level relationship between the U.S. and other countries, if there is any forecast of plus/minus/neutral, that these programs are affective. Dr. VanSant replied that, regardless of policy decisions that may happen at the federal level, all of us here today will be able to maintain and continue the practices and relationships effectively that we currently maintain. Mr. Collins shared his concern on how resources are allocated around these programs. He stated that this has to become part of the State's regular curriculum and not a special program, i.e., magnet program. He noted several points: how does the State get there, how does SBE adopt policies and procedures to enhance language immersion programs, and how does the State talk to legislators about the importance of them and partner with other stakeholders. Mr. Collins added that these language immersion programs need to be in every LEA. Mr. McDevitt replied that all of the global education panelists are across the state and in every LEA providing many languages. He also added that these partners have touched thousands of teachers in a real way that is now focused on the teacher badging process. Mr. Collins clarified that he was referring to dual immersion programs as opposed to global education. Superintendent Johnson thanked the panelists for their presentations and stated that he would like to take them up on the invitation to visit with them.

Dr. Pitre-Martin noted that UNC-Charlotte is working with the National Task Force focusing on dual language and immersion teacher certification. She pointed out that if the State of NC moves in this direction, North Carolina would be one of the first in the country to do this type of work.

➤ **Recognition of First Global-Ready LEA Designations**

Ms. Helga Fasciano introduced the two superintendents from the first two LEAs to earn the Global-Ready designation. She noted that this particular rubric that LEAs worked through was developed by LEA superintendents in North Carolina. She added that they did it intentionally as a road map showing how the LEA is supporting this effort at the school level.

- ❖ Charlotte-Mecklenburg Schools, Dr. Ann Clark, Superintendent was recognized with the Prepared Designation.
- ❖ Onslow County Schools, Mr. Rick Stout, Superintendent was recognized with the Model Designation

Ms. Fasciano invited team members from each district for a photograph.

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

The following members were present:

Olivia Oxendine, Chair  
Eric Davis, Vice Chair  
Patricia Willoughby  
Gregory Alcorn

Amanda Bell, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Mark Johnson, State Superintendent

Wayne McDevitt  
Rebecca Taylor

ES&P Committee Chair Olivia Oxendine called the February 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

***ACTION***

**ES&P 1 – Policies on the Beginning Teacher Support Program: Mentor Requirements**  
**Policy Implications:** §115C-296I; SBE Policy# TCP-A-004

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

NCDPI recommends a change to existing State Board of Education policy related to eligibility requirements for teachers serving as mentors in the Beginning Teacher Support Process (BTSP). On the recommendation of Local Education Agency Human Resource Directors across the state, NCDPI proposes to define and clarify eligibility requirements for mentors as established by State statute (GS §115C-296I). The policy changes also provide parameters for establishing and maintaining the mentor/beginning teacher relationship.

**Recommendation(s):**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin stated that SBE is reviewing TCP-A-004 which deals with mentor requirements.
- Dr. Tomberlin reminded the Board that the State is defining the term “accomplished” in statute as being three of the five standards at the accomplished level, including Standard 4 or only Standard 4, if the teacher is on an abbreviated evaluation plan.
- He noted that mentor teachers must meet expectations of student growth according to policy; if the teacher is not covered by a State or local growth model, then the State will only use the evaluation data. If the teacher is covered, they must meet growth.
- Dr. Tomberlin also stated that LEAs may use prior years’ evaluation data. This practice will cover them if a teacher is on a leave of absence. He added this will prevent them from having a gap where the teacher could not be a mentor. He also stated that the teacher can go back one year to the most recent evaluation data, but cannot go past two years.
- Dr. Tomberlin shared that once a relationship between a mentor teacher and a beginning teacher is established, the State will consider this a three-year unit. Dr. Tomberlin explained further about some of the issues districts are having with the implementation of this law as written. Dr. Tomberlin has drafted a letter outlining the recommendations for solutions that could help alleviate this problem, along with data analyses provided to the SBE last month. He concluded that after the Board’s approval of the letter, it will be sent to legislators.
- There was no further discussion.

This item is presented for Action during the February 2017 State Board of Education meeting. (See Attachment ES&P 1)

***ACTION ON FIRST READ***

**ES&P 2 – Recommendations from the Advisory Board on Requests for Exception from Teaching Licensing Requirements:** SBE Policy# TCP-A-021; TCP-B-009

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy TCP-A-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCP-B-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

**Recommendation(s):**

Panel recommendations will be presented in closed session.



## ***DISCUSSION***

### **ES&P 3 – Revisions to Policy on Renewing Continuing Licenses**

**Policy Implications:** SBE Policy# TCP-A-001

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

#### **SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

#### **Description:**

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy TCP-A-001. The current iteration of the policy has caused some confusion in the field, and the recommended changes are designed to clarify the State Board of Education’s position. Of primary concern is the type of Mandatory Improvement Plan that a teacher must complete in order to renew his/her license at the Initial level. Additionally, the policy recommends teachers that revert to an initial license due to performance issues be required to complete CEUs in order to convert to a continuing license.

#### **Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin stated that this policy amendment relates to a recent statutory change that impacts teacher license renewals. He explained that teachers in their fifth year of the renewal cycle who are evaluated at less than proficient, will have an expired license unless the LEA puts them on a mandatory improvement plan. The concern is that it is possible to use this as a mechanism for dismissing a teacher without following appropriate due-process procedures.
- Dr. Tomberlin shared that the definition of “proficient” is fewer than three proficient ratings on a summative evaluation in your fifth-year renewal. He added that this rating at the fifth-year renewal will trigger license expiration. If the LEA decides not to put the teacher on a mandatory improvement plan, the teachers’ license will expire; however, the teacher could apply to the State to reinstate the license after 30 days. Dr. Tomberlin noted that the license would be reinstated at the initial license level, and the teacher would have three years to convert back to a continuing license.
- In addition, Dr. Tomberlin shared that DPI has made it clear in policy that LEAs that rate a teacher as below proficient, and do not elect to put them on a mandatory improvement plan, must follow, due-process procedures as outlined by statute.
- He also added that teachers who revert back to an initial license under this policy would be required to complete the same number of continuing education credits as a teacher who has allowed his or her

license to expire. Dr. Tomberlin referenced policy TCP-A-005, section E, that indicates those requirements.

- Mr. Alcorn inquired about how many teachers are we talking about and feedback that is coming from superintendents. Dr. Tomberlin's response was, based on the data, this occurs exactly zero times. While this event does not occur in practice, the statute does create a potential legal problem. This policy amendment was crafted to avoid that circumstance should it arrive.
- There was no further discussion.

## ***DISCUSSION***

### **ES&P 4 – JLEOC Report: Educator Preparation Report Cards**

**Policy Implications:** §115C 296 (b1)

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

#### **Description:**

In accordance with §115C 296 (b1), the SBE shall submit Educator Preparation Program Report Cards (formerly referred to as the IHE Performance Report) to the Joint Legislative Education Oversight Committee on an annual basis. Report cards are issued for Institutions of Higher Education (IHEs) with undergraduate programs, graduate programs, and school administration programs leading to teacher or school administrator licensure. Report Card data is based upon complete performance reports submitted annually by institutions of higher education to the North Carolina Department of Public Instruction. Educator Preparation Program Report Cards are available on-line here:  
<http://apps.schools.nc.gov/ihereportcards>.

#### **Recommendations:**

It is recommended that the SBE accept this report for submission to the General Assembly.

#### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to lead the discussion of this item.
- Dr. Andrew Sioberg presented the IHE Performance Reports. These comprehensive reports satisfy obligations at the federal level for Title II, as well as the state level for SBE policy and North Carolina legislation. They also provide valuable information towards achieving national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). The Performance Reports provide a variety of information about the program including a description of the program and its engagement and involvement with public schools; various teacher candidate characteristics; clinical practice experiences; pass rates on professional and content exams; and teacher effectiveness measures.

- In addition to the IHE Performance Reports, an IHE Report Card is also available for each institution that has an approved teacher preparation program. This report is a snapshot or dashboard of information collected out of the more comprehensive Performance Report. He stated that both reports were available electronically on the NCDPI website.
- Mr. Alcorn commented that it was a very good detailed report. He asked what kind of action items come from these reports and noted that the SBE should be looking for ways to limit the frequency of these reports. He asked if it could be done every two or four years. Dr. Sioberg replied that certain components of the report's annual data could be very important to institutions. Dr. Oxendine added that much of the data will be very important to the Board as the SBE tracks trends. Ms. Willoughby commented that most of these reports are required by legislation annually, but the SBE could ask if legislators would be happy with receiving the report every other year. Dr. Oxendine reminded the Board of the cost to become licensed to a student in the School of Education, and would like to continue discussion around this concern.

This item is presented for Discussion during the February 2017 State Board of Education meeting. (See Attachment ES&P 4)

## ***DISCUSSION***

### **ES&P 5 – Local Alternative Teacher Preparation Report**

**Policy Implications:** §115C 296 (b1)

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators

**Objective 1:** Develop and support highly effective teachers

**Objective 5:** Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

#### **Description:**

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), issues this Request for Proposals (RFP) for local alternative teacher preparation programs (LATP programs) as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 (House Bill 1030 Section 8.27).

See: <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>.

By March 15, 2017, The North Carolina State Board of Education (NCSBE) shall select up to five local school administrative units to participate in the program. An independent research organization shall report annually to the NCSBE beginning October 15, 2017. The independent research organization shall submit an initial report no later than October 15, 2020, to the NCSBE on the implementation and evaluation of the LATP programs and shall submit a final report no later than October 15, 2022, to the NCSBE on all aspects of the implementation and evaluation of the LATP programs. The NCSBE shall

provide the report to the Joint Legislative Education Oversight Committee by December 15, 2020, and by December 15 of each year thereafter through 2022.

One LEA has submitted proposals for funding under this program. Wake County Schools in partnership with the Central Carolina Regional Education Service Alliance has proposed a LATP program to prepare, support, and recommend initially licensed lateral entry teachers for continuing licensure.

**Recommendations:**

It is recommended that the State Board of Education approve the grant requests outlined in the accompanying documents.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Lynne Johnson to lead the discussion of this item.
- Dr. Lynne Johnson introduced Dr. Cynthia Martin, who is DPI’s Professional Development Leadership Coordinator, who played a significant role in organizing this process. Dr. Johnson reminded the Board that in September the Request for Proposal (RFP) was presented to the Board for the Local Alternative Teacher Preparation Program. She added that Mr. Davis asked if there was any funding attached. She replied no, due to the dates and alignment of the RFP. Dr. Johnson reported that, since that time, with HB1030, dates were aligned with the funding allocations.
- Dr. Johnson shared that several entities were initially interested; however, DPI received only one proposal from the Central Carolina Local Alternative Teacher Preparation Program. Central Carolina-LATP is a RESA with Wake County, and eighteen other LEAs participating.
- Another goal of such a program is a recruitment component, as well as improving the quality of high needs schools’ assignments.
- In conclusion, Dr. Johnson provided the timeline for implementation and review. She noted that an independent research organization will evaluate this program and will report to the SBE on a regular basis. Dr. Johnson informed the Board that Mr. Martez Hill is conducting the process to identify an independent research organization for the evaluation. Dr. Johnson addressed the notion of why only one submission for this program. She noted that the proposal requires an extreme amount of planning and human capital to be devoted to this process, as well as funding issues. She also noted that this initiative is a new pilot.
- Dr. Oxendine asked about the 248 contact hours and how these content areas are determined. Dr. Johnson replied that content areas are determined because this program is targeted at grades 6-12. Mr. Davis asked if the window was closed. Dr. Johnson answered yes, according to the dates established.

This item is presented for Discussion during the February 2017 State Board of Education meeting. (See Attachment ES&P 5)

**ADJOURNMENT**

Indicating no other business, ES&P Committee Chair Olivia Oxendine adjourned the February 2017 meeting of the ES&P Committee.

**STUDENT LEARNING AND ACHIEVEMENT  
COMMITTEE MEETING  
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

The following members were present:

Eric Davis, Chair  
Olivia Oxendine, Vice Chair  
Wayne McDevitt  
Rebecca Taylor  
Patricia Willoughby  
Gregory Alcorn  
Reginald Kenan

Amanda Bell, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
A.L. "Buddy" Collins, Vice Chairman  
Mark Johnson, State Superintendent

SLA Committee Chair Eric Davis called the February 2017 Student learning and Achievement Committee meeting to order.

***DISCUSSION***

***MOVED TO ACTION ON FIRST READ***

**SLA 1 – Council on Educational Services for Exceptional Children – Membership Vacancies**  
**Policy Implications:** General Statute §115C-121.1

**Description:**

**SBE Strategic Goal**

**Goal 1:** Every student in NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of

North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

Legislation requires that a majority of members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 27 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three vacancies: one (1) to represent Parents of Children with Disabilities; one (1) Local Education Agency General Education Administrator; and one (1) Charter School representative. The vacancies are due to appointment resignation, no longer eligible to represent the position, and/or term maximization. At the February meeting, the State Board of Education is asked to discuss the recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

#### **Recommendations:**

Diane Coffey is recommended to fill the vacancy of Parent; current member Greg Singleton is recommended to serve as Local Education Agency General Education Administrator; and Christy Hutchinson is recommended to serve as Charter School representative. At the February meeting, the State Board of Education is asked to discuss the recommendations of Diane Coffey and Christy Hutchinson to fill the vacancies.

#### **Discussion/Comments:**

- SLA Committee Chair Eric Davis recognized Mr. Hussey to present this item.
- Mr. Hussey reminded the Board of the selection process for members to join the Advisory Council. He noted the recommendation for two members listed in the materials. Mr. Hussey named Ms. Coffey from Watauga County, an adoptive parent, and also Ms. Hutchinson, who is a Special Education Director in a charter school.
- One position remains to be filled; Mr. Hussey will bring that recommendation in March.
- Mr. Davis asked that this item become an Action on First Reading item to approve the two recommendations presented this month.
- Chairman Cobey approved without objection.
- There was no further discussion.

This item was presented for Discussion and moved to Action on First Read at the February 2017 State Board of Education meeting. (See Attachment SLA 1)

## ***DISCUSSION***

### **SLA 2 – Report to the North Carolina General Assembly: Career and College-Ready Graduates**

**Policy Implications:** Section 10.13 of S.L. 2015-241

#### **SBE Strategic Goal**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
5. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

1. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Lisa Chapman (NC Community Colleges)

#### **Description:**

Section 10.13 of S.L. 2015-241, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program for implementation, beginning in the 2016-17 school year, that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners.

This program will be mandatory for high school students in their senior year who have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System will provide oversight for the program.

In working to design the program, the NCCCS and DPI are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college-ready graduate program. The team is composed of mathematics faculty, English/reading faculty, and statewide association representatives.

The team investigated programs in North Carolina as well as other states and identified four tenets essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the state-wide need.

3. The program should build on policies already in place as well as possible partnerships with work already occurring within the state.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

Wake Technical Community College was designated as the Lead College, via a competitive RFP process, to assist with coordination of community college/high school partnerships and organizing regional professional development. Nine model programs have been studied by NCCCS in 2016-2017 and have developed the draft report for the State Board of Education and State Board of Community Colleges review to submit to the Joint Legislative Education Oversight Committee by March 15, 2017.

### **Recommendations:**

It is recommended that the SBE accept the report and approve its being transmitted to the General Assembly by the NC Community College System Office. The Department strongly supports a pilot year and feels areas of concern regarding the development and implementation of the final plan can be worked out in partnership with the Community College System office.

### **Discussion/Comments:**

- SLA Committee Chair Eric Davis recognized Dr. Perkins to present this item.
- Dr. Perkins noted that this report that will be submitted to the Joint Legislative Education Oversight Committee upon SBE approval in March 2017. Dr. Perkins introduced Mr. Wesley Beddard, Associate Vice President for Programs with the NC Community Colleges System. Dr. Perkins referenced the Statutory Section 10.13 of S.L. 2015-241, with a note that the implementation of this initiative is a three-year phase-in implementation. She added that this has been a collaborative approach at the local school district and community college levels. The College and Career-Ready Graduates (CCRG) that helps oversee this work.
- Dr. Perkins also stated that the committee leverages the current partnerships to deepen and identify models that could be installed in high schools and referenced Phase 1 on page nine with a table displaying more details about each model program.
- Phase II in 2017-2018 will have additional model programs between the community colleges and LEAs noted, in addition to continuing the model program that are in this current Phase I. Dr. Perkins also shared that GEAR UP is working with the Community College System and the UNC-General Administration to utilize what already exists with GEAR UP and to further strengthen its services to students.
- Dr. Perkins provided details for Phases II and III, stating the North Carolina Community College System is planning three regional information sessions for March and April. Board members are invited to attend.
- Dr. Oxendine asked what the impetus is for remediation courses in the senior year in math, English and reading. Will they be electives? Dr. Perkins replied that this is still in development as to what this will count towards on a student's transcript. Mr. Alcorn asked how many students would be served by Phase I and II, and, if it is successful, will other community colleges participate statewide. Dr. Perkins replied she did not know the number of students, but will get this information from Ms. Susan Barbitta at the Community College System.
- Dr. Perkins stated the goal of the General Assembly is to have a full statewide rollout available in every high school by the third year. Mr. Collins asked if the state is able to accurately determine the amount of our graduates that are not career or college-ready.



- Mr. Beddard replied that community colleges instituted multiple measures of placement and non-placement courses. He shared that the high school record was a better predictor. This reduced the number of students that moved into developmental education right of high school to around 30-40% statewide. Mr. Beddard also shared that they redesigned the placement test by working with the College Board. He added that students are entering their gateway math and English course earlier, but more of them are significantly successful. Mr. Collins responded with he hopes this is correct, but he does not think that our graduates have improved by 30-40%. He added that the bar has been moved, and that all our graduates are not equal. He stated that there are substantial deficits that are significantly impeding their ability to be successful in community college. Mr. Collins added that this is feedback that he has received from some instructors. Mr. Collins' concern is that the State is not giving community colleges the type of graduates the State needs, and has no way of determining prior to time, that they leave with deficits in being career and/or college-ready. Mr. Collins stated that his fear is that there will be a number of students who begin the program and are incapable of completing. Mr. Collins concluded by asking "what can the State do at 12<sup>th</sup> grade that redesigns 12<sup>th</sup> grade that helps community colleges.
- Mr. Davis followed up saying that the Board wants to know how many students are not ready from your perspective. Mr. Davis stated the Board wants to know what community colleges are seeing. He also shared that he likes the fact that it is customized at the local level, fosters collaboration, and is focused on the individual students. Mr. Collins added that there are many resources in K-12 that the State should be employing and not passing it on to community colleges because of reimbursement levels.

This item is presented for Discussion at the February 2017 State Board of Education meeting and will return for Action in March 2017. (See Attachment SLA 2)

### **NEW BUSINESS**

- **Career Readiness Initiative**
  - ❖ **Ms. JoAnne Honeycutt (Director, Career and Technical Education)**

Ms. Honeycutt shared that 2017 was a landmark year for CTE representing the 100<sup>th</sup> Anniversary for this work. She discussed the idea of leadership and citizenship development. Ms. Honeycutt gave a disclaimer to avoid any misunderstanding. She stated that we are talking about career readiness for all students, but not at the exclusion of college readiness. Ms. Honeycutt informed the Board that many students are going to need some post-secondary training.

Ms. Honeycutt discussed six career objectives, two of which are related to career pathways. They are quality and rigor in the pathway. She reminded the Board that pathways are critical to help develop skills for the individual, while also providing relevance and connection into their learning. Ms. Honeycutt stated she would like to hear from the Board with guidance on going forward based on proposals to limit state and federal funding to courses included in career pathways.

Ms. Honeycutt identified a concept of deeper career planning and advising for students. She reminded the SBE that there is policy that requires career and technical education students to have a career development plan, but it does not include all students. She stated DPI has been working with the Perkins Program, community colleges, and the Department of Commerce to think about how the State could have a collective RFP to reward CTE programs based on performance outcomes of career pathways.

This summer DPI will review and reorganize CTE standards around pathways that will be led by employers. North Carolina is one of the few states that has any career readiness measure in accountability, but we are interested in adding more measures as have been proposed in the ESSA plan.

Mr. Davis asked about the next steps and timing of these steps. Ms. Honeycutt answered that DPI is currently drafting a RFP for the incentive grants. They will present the plan to the Board to review and implement for distribution in the Fall. Year one of the plan will be 2017-18. Mr. Davis commented about the number of businesses in NC currently struggling to find talent for the skills they need; the high number of NC students who are seeking gainful employment would make this one of our most important items to tackle.

Dr. Amanda Bell stated that the Perkins Act is up for reauthorization under ESSA. She asked how it will impact what currently works. Ms. Honeycutt stated that DPI thought there would be some action on some Perkins legislation last fall, and are still waiting on any new Perkins language that might come forward to reauthorize the State.

### **NEW BUSINESS**

- **Every Student Succeeds Act (ESSA) Update**
  - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
  - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Dr. Fabrizio presented the monthly update on ESSA. He stated previously that all states must submit a set of assurances to the U.S. Department of Education by April 3, 2017.

Dr. Fabrizio noted that President Trump signed an Executive Order that put a 60-day postponement on any enactment of regulations without an effective date prior to January 20. Dr. Fabrizio shared a concern that this postponement of regulations could be a potential problem for states that want to submit their ESSA plans early. Dr. Fabrizio added that the purpose of the postponement is to give the USED, and all other agencies that have issued final regulations with effective dates after to January 20, an opportunity to relook at those final regulations. Another Executive Order was signed ten days later regarding any new regulation that any department issues. For every one new regulation, two existing regulations must be deleted, also known as “one in, two out.” The USED Secretary Betsy Devos, made it through the Senate Health, Education, Labor and Pensions (HELP) Committee. It will now go to the full Senate for approval. He shared that Phil Rosenfelt who is the Deputy General Counsel of the USED, is the acting Education Secretary.

Dr. Maria Pitre-Martin noted that the submission date extension to September provides DPI an opportunity to reflect on the second draft plan for further discussions and revisions. She stated that there are six critical sections that reflect the overall vision of the plan.

Dr. Pitre-Martin provided an overview of the plan. She stated that the first part of the plan yet to be determined is the justification and baseline for long-term goals. She also stated that the second important part of the plan is the Consultation and Performance Management. A timeline is provided beginning with December 2015. She noted that DPI will be providing information from “Let’s Talk.” She also stated that

monitoring and continuous improvement references are included where the plan begins to talk about the relationship between the State and LEA, the review and approval of plans, and monitoring of funding.

Dr. Pitre-Martin talked about the assurances mentioned before, where States have to agree to conditions of following the law and using Title II funds appropriately. She also provided the final piece of section 5, which is the Educator Equity piece. She stated this is where the State plan that was submitted to USED, to ensure equitable access to educators is included in that portion of the plan.

Dr. Oxendine noted with the possibility of the Common Core Standards going away, she asked whether or not the Common Core Standards would be a moot point with the approval of the State plan. Dr. Pitre-Martin replied yes, with the continuation of revisions to the standards, that section could be fine-tuned.

Dr. Howard shared an update on the accountability section, noting that decisions are yet to be determined. She stated that on February 16<sup>th</sup>, DPI will convene the Testing and Growth Advisory Council to discuss further the accountability model. Discussions will be around what indicators should be and how those indicators will be used to determine the designations for schools across the State.

Dr. Howard reminded the Board last month, that DPI would provide data regarding double-testing for NC Math 1 students in eighth grade. She corrected the answer to Ms. Taylor's question regarding what percent of eighth graders take NC Math 1 in the eighth grade. Dr. Howard stated that it is not 50% but, is actually about 27%. Dr. Howard informed the Board that DPI has received feedback for several years from educators and parents concerned about students taking two assessments in the eighth grade or any year where they are taking Math 1 and are in seventh or eighth grade. The State has the opportunity to discontinue that practice with the caveat that those students would only use Math 1 for their federal accountability measure in the eighth grade, and they would be required to take a higher math assessment for high school federal accountability. Time will be needed to implement that higher math assessment. Dr. Howard informed the Board that a transition year would be needed; therefore, it would not go into effect until 2018-2019.

Dr. Howard shared that this decision could be shaped around two areas. One is around the students. Dr. Howard presented data showing NC Math 1 students typically are at 89.3%, level 3 and above, 84% level 4 and above on that eighth grade EOG. She noted that concerns are that if they do not take Math 1 EOG, some of those content standards covered in grade eight math may be missed, possibly having a negative impact on their mathematics instruction. She also shared that students taking NC Math 1 in eighth grade have higher percent passing rates.

Dr. Howard shared the impact on school performance grades and the impact on the accountability model. She provided analyses on what would happen if we removed, in this instance, the NC Math 1 students EOG test scores, based on 2015-2016 data. She noted that 22 schools would have a lower school performance grade. Dr. Howard reminded the Board that this was just one year of data, with no indication of whether it will go up or down. Many schools may have a change in their numerical grade, but this reflects the letter grade.

Dr. Howard said that, what currently happens, the eighth grade students' NC Math 1 scores follows them to high school, not just for federal accountability, but in the first year when those students are in the ninth grade for that high school. She shared that high schools are benefiting from the NC Math 1 score earned in middle school. Dr. Howard noted that DPI is discussing possibly discontinuing that practice to ensure

Education Building, Raleigh	Wednesday, February 1, 2017	Board Room, 9:00 AM
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accountability reports the instruction delivered at the respective schools. The result was 20 schools would decrease a letter grade, and one school actually increased. She concluded that hopefully next month DPI will be able to come back with more information from stakeholders.

Mr. Davis asked of the 24.8% who took Math 1, how many took a fourth math in high school. How many students would be impacted? Dr. Howard replied that DPI will report back.

Mr. Collins said that now is the time to reform testing. He noted that the federal government has removed impediments in the state. He added that we are testing too much, and have been studying ways to fix it. He will be looking as this rolls out further at some of the Board's recommendations to be implemented. He also added that this is a "heads up," and that this is a question that he will be asking.

Mr. Davis commented that this decision should be about students and not the impact on the accountability model.

### **ADJOURNMENT**

Indicating no other business, SLA Committee Chair Eric Davis adjourned the February 2017 meeting of the SLA Committee.

**HEALTHY RESPONSIBLE STUDENT  
COMMITTEE MEETING  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

The following members were present:

Patricia Willoughby, Chair  
Reginald Kenan, Vice Chair  
Wayne McDevitt  
Rebecca Taylor  
Olivia Oxendine  
Gregory Alcorn  
Eric Davis

Amanda Bell, Local Board Member Advisor  
Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman  
A.L. "Buddy" Collins, Vice Chairman

Mark Johnson, State Superintendent

HRS Committee Chair Tricia Willoughby called the February 2017 Healthy Responsible Students Committee meeting to order.

***DISCUSSION***

**HRS 1 – Healthy Active Children Report**  
**Policy Implications: SBE# HRS-D-000**

**Presenter(s):** Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy School)

**Description:**

Each LEA is to submit its Healthy Active Children Policy (HRS-D-000) Report to DPI annually, on August 15<sup>th</sup>. The summative report is presented to the State Board of Education for information and discussion each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, Coordinated School Health Program status and trend data since the 2003/2004 school year (beginning next year, changes reflecting the Whole School, Whole Community, Whole Child Model will be assessed). This report represents results from the 2015/2016 school year.

**Recommendations:**

It is recommended that the State Board accept the Healthy Active Children report.

**Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby noted that the two discussion items will be combined because they are related to each other. She introduced Dr. Maria Pitre-Martin to present this item.
- Dr. Pitre-Martin shared that this is a model that is an expansion and update of the Coordinated School Health approach and includes the tenets of ASCD Whole Child Model.

- Dr. Essick started out by sharing activity and academic success. She noted that the Healthy Active Children's policy is divided into seven sections. She stated that for the first time in several years the state had 100% compliance. Dr. Essick also shared that 63% of School Health Advisory Council (SHACs) met at least quarterly; 65% of SHACs provide annual reports to their local BOE; and 30% of LEAs provide staff wellness programs.
- Dr. Essick discussed top areas that SHACs are focusing on this year, including nutrition, safe school environment, and mental health issues. She described SHAC focus areas from 2006-2016 and noted that the biggest increase has been in mental health issues.
- Student Advisor Mr. Yates McConnell shared three main areas that affect students that may not be addressed as much such as social media. He acknowledged seeing cyber bullying more and more. Mr. McConnell recognized our new First Lady as she plans to take on the cyber bullying initiative. He stated one thing that he does not see as much emphasizes on is the way that social media can impact a student without malevolent intent. He discussed how difficult it is for students to speak up about things witnessed on social media. Mr. McConnell shared that it is also difficult to tell voice tones over social media, therefore, things can be taken the wrong way. He added this leads to students going to their friends for counsel who may encourage it and exacerbate the problem. He noted that when a student's mental health becomes so bad, school performance suffers.
- Mr. Cavnar asked as a high school AP teacher, what do you think a teacher could do or say to make a statement that students are welcomed to come talk without stigma. Mr. McConnell replied that teachers need to be genuine when they offer help to students through their actions. He added that day-to-day classroom interactions are the number one thing that a teacher can do to encourage dialogue.
- Ms. Essick reported that 92% of LEAs do not withhold recess as punishment, that all LEA elementary schools provide 30 minutes of daily moderate to vigorous physical activity, and that 79% of LEAs get technical assistance from DPI staff.
- Dr. Lynn Harvey shared that 100% of the districts offer a variety of healthful, appealing food and beverage options for students and that NC was among one of the first states to implement the new federally mandated standards. Ninety-seven percent of teachers are not rewarding any kind of behavior using food, and 99% of nutrition education in the classroom as an integral part of the standard curriculum is being used to support behaviors in the cafeteria.
- She also shared that the Local Wellness Policy includes the environment to involve various community stakeholders – 90%. She added that there are policies for marketing food and beverages to students – 95%. Nutrition guidelines for all foods and beverages available in each school – 100%.
- Dr. Harvey stated the Local Wellness Policy includes periodic measures. Locals are working to determine if policy requirements are being implemented.
- Dr. Essick provided some LEA SHAC successes such as concussion and head injury policy was updated to include all students, both athlete and nonathlete, who suffer a concussion in the Return to Learn provision.

## ***DISCUSSION***

### **HRS 2 – School-Based Mental Health Initiative**

#### **Policy Implications:**

#### **Description:**

**Objective 5.2:** Promote healthy, active lifestyles for students

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school. The North Carolina School Mental Health Initiative (NC SMHI) was established as a multi-disciplinary interagency partnership with broad representation consisting of public educators, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. This purpose-driven and outcome-oriented partnership began its work by establishing a clear mission and mutually agreed upon definition of mental health services.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Mr. William J. Hussey (Director, Exceptional Children Division)

#### **Recommendations:**

The State Board of Education is asked to discuss and consider approval of a new policy to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services

#### **Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby introduced Mr. Bill Hussey to present this presentation.
- Mr. Hussey reported that Healthy Schools, Exceptional Children and Safe Schools staff worked together to discuss what each division was doing concerning mental health.
- He noted that nationally in any given year, 13-20% of school age children have a mental health issue. NC rates 36% in the prevalence rate. He noted this is about not having enough services to support these students. Mental health issues are complex and require the integration of school, family, and community resources. School-age students utilize school-based mental health centers 21 times more than any other type of mental health clinic. Mr. Hussey also shared that in order to do this, local policies need to support a continuum of integrated services will be required.
- Ms. Willoughby asked about the time frame for this policy approval from the Board. Ms. Willoughby suggested the Board review the details in the policy. Mr. Hussey replied ~~that~~ this is a draft policy for February and would like to bring it back next month for approval.
- Dr. Oxendine asked if this work is done by a professional psychiatrist. Mr. Hussey responded that diagnoses will be completed by local mental health centers.
- Dr. Bell shared that we need to be cautious about funds and adding positions to school districts that have already had to cut school nurses, etc.

## **ADJOURNMENT**

Indicating no other business, HRS Committee Chair Willoughby adjourned the February 2017 HRS Committee meeting.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

The following members were present:

Gregory Alcorn, Chair	Amanda Bell, Local Board Member Advisor
Wayne McDevitt	Melody Chalmers, Principal of the Year Advisor
Eric Davis	Bobbie Cavnar, Teacher of the Year
Rebecca Taylor	Yates McConnell, Senior Student Advisor
Reginald Kenan	
Olivia Oxendine	
Eric Davis	

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	

BSOP Committee Chair Gregory Alcorn called the February 2017 Business Operations (BSOP) Committee meeting to order.

***ACTION ON FIRST READING***

**BSOP 1 – Mathematics and Science Partnership (MSP) Grant**

**Policy Implications:** SBE# TCS-O-001

**Description:**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

**Description:**

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to Local Education Agencies (LEAs) with demonstrated need in mathematics and science. Local Education Agencies must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. Grants are given for one year, with the possibility of renewal for two subsequent years.



**Recommendations:**

The State Board of Education is asked to amend previous grant approval submitted at the June 2016 SBE meeting of continued funding of this project (Brunswick County) for the amount stipulated in the attachment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn introduced Dr. Jennifer Curtis to present this item.
- Dr. Curtis presented an amendment to a current Mathematics and Science Partnership (MSP) project. She stated it will cover study of the fourth courses in mathematics and will also cover the NC MSP Data Center that handles all of the federal reporting data for the grants. She stated that it will cover years two and three of implementation of high school standards, and also provide support and co-design of resources for schools and teachers to further inform K-8 math revision process.

This item is presented for Action on First Reading during the February 2017 State Board of Education meeting. (See Attachment BSOP 1)

***ACTION ON FIRST READING*****BSOP 2 – Report to the North Carolina General Assembly: Study of Costs and Effectiveness  
Associated with North Carolina Pre-Kindergarten Slots**

**Policy Implications:** Session Law 2016-123

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objectives:**

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

**Goal 5:** Every student is healthy safe and responsible

**Objectives:**

1. Create and maintain a safe and respectful school environment
2. Promote healthy, active lifestyles for students
3. Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mr. John Pruette (Executive Director, Office of Early Learning)

**Description:**

During its 2016 legislative session, the North Carolina General Assembly modified special provision

language (Session Law 2016-123) in the budget bill (Session Law 2016-94) requiring the Department of Health and Human Services (DHHS) to work in consultation with the Department of Public Instruction (DPI) to “study the costs and effectiveness associated with funding slots for the NC Pre K program.” Findings and recommendations, including any legislative proposals, shall be reported by DHHS to the chairs of the House Appropriations Committee on Health and Human Services and the Senate Appropriations Committee on Health and Human Services and the Fiscal Research Division on or before February 1, 2017.

**Recommendations:**

It is requested that State Board of Education members accept the report and included recommendations.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn asked with approval from Chairman Cobey to have this presentation on Thursday which will be presented by John Pruette.
- Chairman Cobey granted without objection and moved this item to Thursday.
- Mr. Alcorn stated for additional questions about contracts please see eBoard.
- There was no further discussion.

**ADJOURNMENT**

Indicating no other business, BSOP Committee Chair Alcorn adjourned the February 2017 BSOP Committee meeting.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

The following members were present:

Rebecca Taylor, Chair	Amanda Bell, Local Board Member Advisor
Wayne McDevitt, Vice Chair	Melody Chalmers, Principal of the Year Advisor
Reginald Kenan	Bobbie Cavnar, Teacher of the Year Advisor
Olivia Oxendine	Yates McConnell, Senior Student Advisor
Patricia Willoughby	
Eric Davis	
Gregory Alcorn	

Also present were:

William Cobey, Chairman	Mark Johnson, State Superintendent
A.L. "Buddy" Collins, Vice Chairman	

EICS Committee Chair Rebecca Taylor called the February 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

***ACTION***

**EICS 1 – 2017-18 Grade Enrollment and Expansion Requests**

**Policy Implications:** General Statute § 115C-218.5(e-f)

**Description:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

**Description:**

**Enrollment Growth Greater Than 20%**

Per NC General Statute 115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.

- 1) The charter school has commitments for ninety percent (90%) of the requested maximum growth.

- 2) The charter school is not currently identified as low-performing.
- 3) The charter school meets generally accepted standards of fiscal management.
- 4) The charter school is, at the time of the request for the enrollment increase, substantially in compliance
- 5) with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 9, 2016 meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment growth greater than 20% request of the schools outlined below request and made a recommendation to the SBE

#### **CSAB Not Recommended for Approval**

- Heritage Collegiate Leadership Academy (Bertie County)
- Cabarrus Charter Academy (Cabarrus County)
- Excelsior Classical Academy CFA (Durham County)
- Mallard Creek STEM Academy (Mecklenburg County)
- Eno River Academy (Orange County)

#### **CSAB Recommended for Approval**

- Pinnacle Classical Academy (Cleveland County)
- The Institute for the Development of Young Leaders (Durham County)
- Falls Lake Academy (Granville County)
- Charlotte Secondary School (Mecklenburg County)
- KIPP Charlotte (Mecklenburg County)
- Covian Community School (Mecklenburg County)
- Charlotte Lab School (Mecklenburg County)
- Queen City STEM School (Mecklenburg County)
- Northeast Academy of Aerospace & Advanced Technologies (Pasquotank County)
- Bethany Community Middle School (Rockingham County)
- Southern Wake Academy (Wake County)
- Triangle Math and Science Academy (Guilford County)
- Wilson Preparatory Academy (Wilson County)
- Discovery Charter (Durham County) – Not Yet Open – seeking to amend proposed enrollment in charter

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

#### **Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor stated that these enrollment and expansion requests were presented for discussion last month. There were 19 total, five were not recommended due to statutory requirements, 14 were recommended for approval.
- Ms. Taylor stated with no further questions these will be voted on Thursday.
- There was no further discussion.

***ACTION***

**EICS 2 – Renewal Recommendations for Charters Expiring June 2017**

**Policy Implications:** General Statute § 115C-218 and SBE Policy TCS-U-007

**SBE Strategic Goal**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, the following charter schools request renewal of their charters that will expire June 30, 2017:

- Arapahoe Charter
- Bridges Academy
- Casa Esperanza Montessori
- Charlotte Secondary
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Community Charter School
- Exploris School
- Eno River Carter School (Orange Charter)
- Francine Delany New School for Children
- Grandfather Academy
- Gray Stone Day School
- Guilford Prep Academy
- Kestrel Heights Charter School
- KIPP: Charlotte
- Magellan Charter

- Maureen Joy Charter
- Mountain Discovery Charter
- Neuse Charter
- PreEminent Charter
- Quality Education Academy
- Rocky Mount Preparatory Academy
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Carter G. Woodson School of Challenge
- The Central Park School for Children
- The Children's Village Academy
- The Learning Center Charter School
- Voyager Academy
- Wilmington Preparatory Academy

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined NCDPI compliance forms, a renewal site visit to each school, and academic/enrollment data from the school comparable to the LEA in which the school resides. OCS presented each school's renewal portfolio to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring back ten groups for interviews in order to gain a better understanding of the school's situation. On November 16, 2016 and December 9, 2016, the CSAB met to interview those schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a ten (10) year charter renewal for:

- Bridges Academy
- Casa Esperanza Montessori
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Exploris School
- Eno River Charter School (Orange Charter)
- Francine Delany New School for Children
- Gray Stone Day School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Quality Education Academy
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Central Park School for Children
- The Learning Center Charter School

A ten (10) year renewal pending no 2016 financial audit findings for:

- Arapahoe Charter
- Grandfather Academy
- Voyager Academy

A seven (7) year charter renewal was recommended for:

- Neuse Charter
- The Children's Village Academy

A five (5) year charter renewal was recommended for:

- Charlotte Secondary
- Guilford Preparatory Academy

A three (3) year charter renewal was recommended for:

- Rocky Mount Preparatory Academy: (Stipulations) 1. The school's 2016 audit has no findings of financial issues. 2. Continued adherence to the educational Improvement Plan as approved by SBE in 2016.
- The Carter G. Woodson School of Challenge
- Wilmington Preparatory Academy
- PreEminent Charter

#### **Recommendations:**

It is recommended that the State Board of Education approve the renewal recommendations of the Charter Schools Advisory Board.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor stated this item was presented as discussion last month, with 32 charters up for renewal, ten charter schools were returned for CSAB interviews, nineteen received ten-year renewal recommendations, three received seven-year, two received five-year, and four received three-year renewal recommendations.
- Mr. Collins asked that the Carter G. Woodson School decision be postponed until next month. He stated he would like to have more information and further discussion with staff and the school before proceeding.
- Chairman Cobey asked for any objections from the Board. Hearing none, the vote on Carter G. Woodson School will be postponed until next month.
- No additional comments were made.

#### ***ACTION***

#### **EICS 3 – Request for Second Delay Opening from Cardinal Charter Academy at Knightdale**

**Policy Implications:** General Statute § 115C-218.100(b); SBE Policy# TCS-U-017

#### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

**Description:**

Cardinal Charter Academy at Knightdale (CCA-K) - (Wake County) requests that the State Board of Education (SBE) grant it a SECOND one-year delay in opening the charter school. In June 2015, the SBE granted final approval to CCA-K to open in August 2016.

In a January 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees CCA-K stated that it had experienced unexpected delays in its approval for the proposed facility site due to planning, development, and zoning issues. The SBE, on March 3, 2016, voted to grant CCA-K a one-year delay.

In an October 2016 letter to OCS, the CCA-K board expressed additional challenges it has faced related to site selection and NCDOT required roadway improvements. The board anticipates further delays with locating another property, performing due diligence, securing entitlements, etc. The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, CCA-K plans to open a K-6 school initially and expand one grade per year until the school is a full K-8 school serving over 1,100 students. The school's mission is as follows: "CCAs mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs." The school will use an instructional platform focused on using technology to help students develop critical thinking skills to solve problems, retain knowledge, and apply that knowledge.

The Charter School Advisory Board (CSAB) supports CCA-K's request with the following stipulations:

1. The second delayed year, within which the charter school does not serve students, will count as year wo of the signed charter agreement.
2. The CCA-K Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.



### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this second one-year delay for Cardinal Charter Academy at Knightdale with the above stipulations.

### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor reminded the Board that this charter is requesting a second one-year delay. She stated that the charter is having difficulty finding a site due to DOT requirements.
- Ms. Taylor also stated that this item will be voted on Thursday with stipulations. She noted to the Board to review the stipulations.
- No additional comments.

This item is submitted for Action during the February 2017 State Board of Education meeting. (See Attachment EICS 3)

### ***ACTION ON FIRST READING***

#### **EICS 4 – 2017 Renewal Recommendation for Kestrel Heights Charter School**

**Policy Implications:** General Statute §115C-218; SBE Policy TCS-U-007

### **SBE Strategic Goal:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, Kestrel Heights is requesting renewal of its charters that will expire June 30, 2017.

### **Background:**

At the regularly-scheduled State Board of Education (SBE) meeting on February 6, 2014, the SBE approved a recommendation from the Charter Schools Advisory Board that Kestrel Heights Charter School receive a five-year renewal if the school remained compliant in all areas through June 30, 2014. The recommendation also stated that if the charter school was not compliant, the renewal term would be reduced from five (5) to three (3) years. During the term of the five (5) year renewal cycle, the Office of Charter Schools discovered governance concerns and issued a Cautionary Status letter to Kestrel Heights

informing the board that the renewal was being reduced to three years. Subsequently, Kestrel Heights was granted a three (3) year charter renewal in 2014 to be renewed again during the 2017 renewal year.

### **2017 Renewal Activity:**

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms and a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. During the completion of this process, discrepancies of academic transcripts of graduated seniors of Kestrel Heights was reported by Kestrel Heights to the OCS. As a result, Kestrel Heights Charter School's renewal recommendation was delayed pending further investigation. On January 11, 2017, after further investigation, the Charter School Advisory Board (CSAB) made the following recommendation:

- Kestrel Heights charter be renewed for a period of 3 years with five (5) stipulations:
  1. Effective July 1, 2017, the charter is amended to the grades served on grades Kindergarten through eighth grade.
  2. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future Ready Core diploma, and that the remedy may not be a Kestrel Heights designated diploma monthly report.
  3. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report to the Office of Charter Schools of those efforts and the results of those efforts.
  4. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
  5. Kestrel Heights must agree to no grade expansion to high school for its charter term.

### **Recommendations:**

It is recommended that the State Board of Education approve the renewal recommendation of the Charter School Advisory Board.

### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley to present this item along with the recommendation from the Charter School Advisory Board.
- Mr. Quigley stated that the recommendation of the Charter School Board was unanimous that, effective July 1, the charter is amended to serve K-8 grades only.
- He also stated that Kestrel Heights, at no cost to current or former students, provide an appropriate remedy for the failure to provide an appropriation education that resulted in the future-ready core diploma. Mr. Quigley stated that the remedy may not be a Kestrel Heights designated diploma. In addition, Kestrel will make all extensive efforts to contact the impacted former students and would report to DPI every six months to update the Charter School Advisory Board of the progress. He added that Kestrel Heights would not seek an expansion for the duration of the charter, which in this case is three years. After three years, Kestrel may request expansion to add high school grades.
- Ms. Taylor acknowledged the recommendation from the Charter School Board and noted that this item is listed as an action on first read. She noted that the Charter School Advisory Board has received a significant amount of information from Kestrel Heights School leaders, schools, parents and the public. Ms. Taylor recommended that the Board delay action on this item for this month, and place it on the

March SBE agenda. She added at which time the Board can discuss recommendations received from the Charter School Advisory Board together, along with all other necessary and appropriate considerations. Ms. Taylor stated that this decision of this magnitude deserves serious evaluation.

- Chairman Cobey stated the recommendation from Ms. Taylor and asked if there were any objection to it being moved to the March agenda. Chairman Cobey stated hearing no objectives, the item would be delayed until March.

## ***DISCUSSION***

### **EICS 5 – Report to the General Assembly: Evaluation of Cooperative Innovation High School (CIHS) Programs**

**Policy Implications:** Section 2, Article 16 of Chapter 115C-238, Part 9

#### **SBE Strategic Plan:**

#### **Goals and Objectives:**

- 1. Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**

**Objective 1:** Increase the cohort graduation rate.

**Objective 2:** Graduate students prepared for post-secondary education.

**Objective 3:** Graduate students pursuing a Career and Technical Education concentration prepared for careers.

**Objective 4:** Reduce the percentage of students needing remediation in past-secondary education.

**Objective 5:** Increase student performance on the state's End of Grade and End of Course assessments.

- 2. Every students has a personalized education.**

**Objective 1:** Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent), Mrs. Sneha Shah Coltrane (Director, Advanced Learning and Gifted Education)

#### **Description:**

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School (CIHS) Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires an annual report reviewing the progress of CIHS by March 15 this year. This report was prepared by the Joint Advisory Committee, which is comprised of representatives from DPI, NCCC System and UNC General Administration, with DPI as the lead developer. This report also includes data from each agency as well as self-reported data from all of the CIHS programs.

#### **Recommendations:**

It is recommended that the SBE discuss the CIHS Report at the February meeting and take action in the March meeting.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Ms. Sneha Shah-Coltrane to lead this presentation.
- Ms. Shah-Coltrane dedicated this report to Dr. Rebecca Garland, who is retiring at the end of February. Dr. Garland has been one of the biggest supporters of this program for decades, and her work and leadership to drive and implement this program over the years has been exceptional. Ms. Shah-Coltrane added that all the success in this report has to do with our schools, higher education partners, teachers, and students, but also the leadership of Dr. Rebecca Garland.
- Ms. Shah-Coltrane noted that this report is due to the General Assembly and received an extension because both the UNC General Administration and Community College System Office needed additional time to get their data sent to DPI. This report is submitted on behalf of both Boards and will be sent to the Community College Board and UNC General Administration next week.
- To recap the results, Ms. Shah-Coltrane reported that there are 116 cooperative innovative high schools and, with SBE approval last month, we hope to have thirteen additional schools soon.
- She also noted that DPI added an additional item to this report this year – a brief sketch of the stories of success from the cooperative innovative high schools.
- Ms. Chalmers asked if specific data on the percentage of low-income or first generation cooperative students. Ms. Shah-Coltrane replied that DPI has just begun collecting this data.
- No additional comments were made.

This item is submitted for Discussion during the February 2017 State Board of Education meeting. (See Attachment EICS 5)

## ***DISCUSSION***

### **EICS 6 – New Policy Recommendation for Charter Schools to Receive Alternative School Status**

**Policy Implications:** SBE Policy #: TCS-U-011, GCS-Q-001

#### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The Charter Schools Advisory Board (CSAB) recommends that the State Board of Education adopt a new policy for charter schools to receive alternative status. In 2009, the SBE eliminated its policy for a Charter School to be Designated as an Alternative Charter School (TCS-U-011). While TCS-U-011 was eliminated, the board has a Policy Regarding Dropout Prevention and Students At-Risk (GCS-Q-001) which provides a provision for charter schools to receive alternative status if meeting certain requirements. Currently, the criteria of GSC-Q-001 proves problematic for charter schools seeking this status as its licensure status requirements conflict with the 50% requirement outlined in the charter statute. At its October 2016 - January 2017 meetings, the CSAB deliberated and determined a specific policy for charter schools is needed when determining alternative status for charter schools. The attached draft policy reflects the CSAB recommendation based on feedback from various stakeholders including the Office of Charter Schools and other divisions within NC Department of Public Instruction.

#### **Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Mr. Eric Quigley to lead this presentation.
- Mr. Quigley stated DPI updated the policy for charter schools to receive alternative status, allowing schools to provide an alternative to students who are high school dropouts or in programs where they are receiving help in a juvenile facility.
- He noted that DPI recently had a new school apply to provide alternative education through a 6-12 grade school and did not proceed to receive an interview. With this new policy, they would not have met the criteria because it will apply to grades 9-12 only.
- Mr. Martez Hill asked about the discussion regarding only looking at 9-12 grades as oppose to 6-12. Mr. Quigley responded that it matches more of the traditional alternative school model. He also stated that students in grades 6-8 are not of an age to make the decision about dropping out, and that it is still too early to determine if they are on a different track, then a college career track that you would see in an alternative setting.
- No additional comments.

This item is submitted for Discussion during the February 2017 State Board of Education meeting. (See Attachment EICS 6)

## **DISCUSSION**

### **EICS 7 – Revision to SBE Policy TCS-U-010: Revocation of Charter for Lack of Academic Performance**

**Policy Implications:** General Statute § 115C-218.100(b), SBE Policy #: TCS-U-010

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

#### **Description:**

The attached draft version of TCS-U-010 contains amendments to the policy proposed by the Charter Schools Advisory (CSAB) board upon recommendation from the Office of Charter Schools at its January 2017 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

The original statute contained language that defined academic inadequate charter schools as not meeting 60% proficiency or growth in two of three consecutive years and permitted the State Board of Education to take action in accordance with this policy. The updated policy reflects the updated statutory language as revised in the 2016 legislative session which removed the 60% or growth language. The recommended policy change mirrors the change in statute.

#### **Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith stated that this policy needed to be revised because charters schools are no longer classified as with the terminology of "inadequate."
- Upon the recommendation of the Charter School Advisory Board, DPI is recommending that the language currently in statute now replaces the inadequate terminology that is in policy.

This item is submitted for Discussion during the February 2017 State Board of Education meeting. (See Attachment EICS 7)

## ***DISCUSSION***

### **EICS 8 – Revision to SBE Policy TCS-U-007: Charter Schools Renewal Process**

**Policy Implications:** General Statute § 115C.218.6, SBE Policy #: TCS-U-007

#### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The attached draft version of TCS-U-007 contains amendments to the policy proposed by the Charter Schools Advisory (CSAB) board upon recommendation from the Office of Charter Schools at its January 2017 meeting, consistent with House Bill (HB) 242, which directs the following:

To receive a recommendation for renewal, the school must meet the requirements outlined in 115C.218.6 which states:

- a) The State Board of Education shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards.
- b) The State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of 10 years, unless one of the following applies:
  - 1. The charter school has not provided financially sound audits for the immediately preceding three years.
  - 2. The charter school's student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
  - 3. The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

If one of the conditions set forth in subdivisions (1) through (3) of this subsection applies, then the State Board may renew the charter for a period of less than 10 years or not renew the charter."

As a result of House Bill 242 (GS 115C-238.29G), is now reflected in the renewal policy as GS 115C-218. In addition, the proposed renewal policy includes G.S.115-218.100 which is a Funds Reserved policy for charter schools wishing to participate in the state retirement plan as well as a detailed timeline of the charter school renewal process.

This updated policy reflects the updated statutory language as revised in the 2016 legislative session. The CSAB recommends approving this policy as an update to the current policy which was approved in 2006.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to lead this item.
- Dr. Townsend-Smith informed the Board of the statute change to policy #TCS-U-007. She stated the current policy did not align with processes the Charter Schools Advisory Board adopted over the last few years. It outlines operational procedures within DPI and the Charter Schools Advisory Board.
- No additional comments.

This item is submitted for Discussion during the February 2017 State Board of Education meeting. (See Attachment EICS 8)

***DISCUSSION***

**EICS 9 – Recommendations to the SBE Adjusting the Charter School Timeline and Application Process**

**Policy Implications:** General Statute § 115C.218.6, SBE Policy #: TCS-U-007

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Per State Board of Education (SBE) Policy TCS-U-12, the SBE must approve the charter school application process and timeline prior to each application round. The SBE established and adopted the timeline and process for the 2016 application round on May 5, 2016, (see attached) and the Charter School Advisory Board (CSAB) now recommends to the SBE adjustments to the established process. Specifically, the CSAB makes the following two (2) recommendations to the SBE on its process in considering applications for new charter schools:

1. Prior to denying any charter school application that received a majority vote to approve by the CSAB, the SBE will return the application to the CSAB for further review before denial on second reading.
2. The CSAB shall complete its recommendations to the SBE on charter school applications by its April meeting each year. The CSAB will present its recommendations to the SBE at the May SBE meeting for discussion. The SBE will approve or deny all charter school applications by its June meeting each year, except those applications returned to the CSAB for further consideration under part one of this recommendation, which the SBE will approve or deny by its August meeting each year.

**Recommendations:**

The CSAB recommends that the State Board of Education approve its recommendation on adjusting the procedural process on approving applications.



**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Mr. Alex Quigley to lead this presentation.
- Mr. Quigley shared information about the calendar and timeline and when CSAB would make recommendations to the SBE to receive a final decision. He stated that CSAB is working very hard to get the recommendations to SBE as soon as possible so that all decisions can be made by SBE by June 2017.
- He noted that at the June SBE meeting of the Board, the SBE will give a final decision based on the CSABs recommendation for Charter applicants. In case of a denial, the Board would send that school back to CSAB for another chance to review and send another recommendation.
- Ms. Taylor shared if a school comes to the Board in May, the Board disagrees with the CSAB recommendation when the school would present again to SBE. Mr. Quigley replied that it would be July or August. He added that school would know in June that there is a strong possibility that they may not get a charter at that point.
- Mr. McDevitt followed up to Ms. Taylor's example, asking how the Board will treat this item when it returns in June as a discussion or action item. Ms. Taylor answered it would come back as an action item. Mr. McDevitt also asked if the Board approves one that CSAB recommended against, would it go back to the CSAB. Mr. Quigley replied that was something that was not considered in the revised timeline and process. He also communicated the diligence the CSAB has applied to the application process.
- Chairman Cobey asked for clarification, if there is a split vote, and the CSAB recommends and the SBE votes to deny. He asked is this more about addressing questions that were originally raised. Mr. Quigley responded absolutely. He noted that this year, if there is a possibility there will be a split or close vote, CSAB will ask Board members to state, for the record, in the minutes, the reason they are making their decision. It will be clear to the Board where and why the Board voted the way it did. Mr. Quigley added this process will help prevent protracted arguments with an applicant.
- Ms. Taylor commented that it would be nice to move approval dates earlier, perhaps in March, to help prevent delays in opening. Mr. Quigley responded that CSAB has discussed possibly having a rolling process.

This item is submitted for Discussion during the February 2017 State Board of Education meeting. (See Attachment EICS 9)

**RECONVENE IN OPEN SESSION**

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Olivia Oxendine  
Eric Davis  
Gregory Alcorn

Reginald Kenan  
Wayne McDevitt  
Rebecca Taylor  
Patricia Willoughby

Also present were:

Mark Johnson, State Superintendent  
Amanda Bell, Local Board Member Advisor

Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor

**CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

*Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. Gregory Alcorn, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:*

- *Scanlon v. Atkinson;*
- *Hoke County v. The State of North Carolina et al.; and*
- *North Carolina State Board of Education v. The State of NC.*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

*Upon motion made by Mr. Eric Davis and seconded by Mr. Gregory Alcorn, the Board voted unanimously to recess the State Board of Education meeting until Thursday, February 2, 2017, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
February 2, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman  
A.L. “Buddy” Collins, Vice Chairman  
Wayne McDevitt  
Reginald Kenan

Olivia Oxendine  
Rebecca Taylor  
Patricia Willoughby  
Gregory Alcorn

Also present were:

Mark Johnson, State Superintendent  
Amanda Bell, Local Board Member Advisor

Bobbie Cavnar, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Thursday, February 2, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey announced that the Board will have special recognition and stated that these recognitions each month are always reminders of the examples of excellence that occur in our classrooms, our schools, and our central offices. Chairman Cobey noted that the Board’s meetings are audio-streamed each month and are accessible through a link posted at the bottom of the Simbli eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, which was approved on Wednesday, Chairman Cobey read the Ethics Statement.

**ETHICS STATEMENT**

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Tricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

### **SPECIAL RECOGNITION**

Chairman Cobey recognized Dr. Sonja Brown for the presentation of the 2016 Milken Educator winner.

➤ **2016 Milken Educator Award Winner – North Carolina**

- ❖ Ms. Amanda Robertson, Jones Intermediate School; Mount Airy City Schools – Dr. Kim Morrison, Superintendent

Dr. Brown prefaced this presentation by explaining that the Milken Educator Awards program rewards and inspires excellence in education by honoring top educators around the country with \$25,000 unrestricted awards to each awardee for their personal use. Dr. Brown stated that this award is commonly referred to as the “Oscars of Teaching” and targets early to mid-career teachers and professionals for their impressive achievements. She shared that on December 8, 2016, Dr. Brown and the Milken Organization traveled to the Mount Airy City Schools District to deliver a \$25,000 check to Ms. Amanda Robertson, a fourth grade teacher at Jones Intermediate School. Dr. Brown spoke briefly about the criteria for the award, noting that Ms. Robertson received this honor in recognition of her skills, dedication and overall job performance. In addition, Dr. Brown spoke of the exemplary role that Ms. Robertson established at Mount Airy City Schools. Ms. Robertson was invited forward for a photograph.

Chairman Cobey recognized Ms. Honeycutt for our new Special Recognition, our Career and Technical Education Administrator and Teacher of the Year. Chairman Cobey noted that we make these recognitions during February, which is the month designated as Career and Technical Education month.

➤ **Career and Technical Education Month and Career and Technical Education Teacher and Administrator of the Year, 2015-16**

- ❖ Ms. Lee O’Neal, Department of Public Instruction Regional Coordinator for the North Carolina Central Region – CTE Administrator of the Year
- ❖ Mr. Michael Holman, East Chapel Hill High School, Chapel Hill-Carrboro City Schools – CTE Teacher of the Year

Each awardee was invited forward for photographs.

### **CHAIRMAN’S REPORT TO THE BOARD**

Chairman Cobey reminded the Board that the General Assembly is now in its long session. He stated that it is likely to be in session for at least five months. Chairman Cobey added that during that time, there will be multiple opportunities to respond to bills that are introduced. He recommended Board members to be diligent in responding to him or others who may contact them for input and feedback on any pending legislation that will impact public education. Chairman Cobey reminded the Board that they are working with the Legislators already on some legislation that has direct impact on many of our schools, classrooms, and teachers. He stated that the Board will continue to work with Legislators and their staff members on these issues. In addition, Chairman Cobey shared that the Board will hold the Planning and Work session this spring, so look for information on it soon from the Board Office.

Chairman Cobey recognized Ms. Rachel Beaulieu for the legislative report. He noted that Friday, February 10, is, regrettably, Ms. Beaulieu's last day with the Board and the Department. He stated that Ms. Beaulieu has been the Legislative Director for four years, and will be working in her law firm to continue education law and advocacy work. He also stated that Ms. Beaulieu had put in countless hours during Legislative sessions on behalf of the Board, the Department, and our public schools. Chairman Cobey shared that Ms. Beaulieu's dedication, quick response, and astute manner in dealing with and assessing issues has been valuable work, for which there is no adequate thanks. Chairman Cobey recognized Ms. Beaulieu to present her last Legislative Report to the Board.

➤ **Legislative Report**

❖ **Ms. Rachel Beaulieu (Legislative Director)**

Ms. Beaulieu drew attention to the 2017 State Board of Education Legislative Agenda. She added that it is big and bold, and she is very proud of the SBE and everyone who made this Legislative Agenda possible. She reminded the Board that the Legislative Agenda has some amendments and that she has incorporated the SBE resolutions. She added that they are aligned with the budget expansion requests. She also noted that one additional item was including section six, supporting for Results, Criminal Background Checks to require and fund fingerprint background checks for teacher licensure applicants.

Mr. McDevitt inquired about resources needed around mental health. He noted that the Board may not have fully articulated in the past the resources necessary in the expansion budget process. Mr. Collins commented that this document is more of a guideline than a specific agenda. Mr. McDevitt stated this is a working document. He added that it gives the Board an idea as to how to react to certain bills or how to promote certain bills. Mr. Collins stated a concern about the compulsory school-age item. He added that the Board made clear that there were a lot of qualifications with respect to that. Mr. Collins stated that just raising the compulsory school-age to eighteen does not address the problem of the students would otherwise be dropping out. He noted that this should be very clear that this is not what the Board is asking but, is asking, for a comprehensive approach. Chairman Cobey commented that he met with Dr. Pitre-Martin and some others who have been taking leadership on this.

Chairman Cobey acknowledged that there are complex issues involved with the compulsory attendance age. He noted that the Whole Student NC Committee should try to address this as part of their agenda. He added that Dr. Pitre-Martin will be talking with Mr. Collins about that concern. Ms. Willoughby commented on the direct correlation between at-risk four-year-olds intervention and third-grade reading scores. She added that it is important that the dots are connected and stated that it is incumbent upon the Board to help connect the dots for everyone who looks at this. Dr. Oxendine commented about adding further study on the compulsory attendance age.

Chairman Cobey stated that without objection that the word "draft" be removed from the Legislative Agenda. Mr. Collins added that Ms. Beaulieu could take some of the comments that were made and tweak some of the language with respect to those issues, in particular with Read to Achieve additional support.

## **Paying our Talented Team**

- a. Teacher Pay: Boost teacher salaries to #1 in the Southeast.
- b. Principals/Assistant Principal Pay: Remedy the salary schedule discrepancies and increase salaries significantly.
- c. Master's and Doctoral pay: Reinstate this targeted pay for eligible teachers.
- d. Differentiated pay: Fulfill the 2016 General Assembly's stated intent to fund Advanced Teaching Roles based on local pilots.

## **2. Enhancing the Skills of the Team**

- a. Principal Preparation: Strengthen the resources and support for school leadership.
- b. Professional Development/Educator Effectiveness:
  - i. Improve student achievement and instruction by investing in educator training.
  - ii. Fulfill local needs for recruitment and retention initiatives.
- c. Invest in students' behavioral support services to promote better learning and teaching.

## **3. Investing in what Works**

- a. Whole School, Whole Community, Whole Child model: Enact laws and increase funding consistent with this framework of wrap-around services that support the health behaviors and academic performance of all students.
- b. Pre-K & Early Childhood Education: Transfer Pre-K to DPI and increase Pre-K slots so that more at-risk children receive a high quality education.
- c. Calendar flexibility: Permit local school districts' control of their local school calendar given the evidence that such flexibility increases academic achievement for all students.
- d. Medicaid reform: Ensure that NC maximizes the potential for untapped Medicaid dollars for eligible student services.
- e. Compulsory School Age: Raise the age of compulsory school attendance from 16.

## **4. Adding more Talented Members to the Team**

- a. Class size allotments/budget provision: Remedy the 2017-18 adverse effects on special subject teachers (e.g., arts, world languages, physical education, etc.).
- b. Mentor teachers: Expand the state law qualifications to include retired teachers within their first five years of retirement and other highly-qualified educators (e.g., instructional coaches and others) in order to meet state demand.
- c. Teacher Assistants and Instructional Support Personnel: Increase funding for more students and classroom support personnel.
- d. School Nurses/Child and Family Support Teams: Enable a Whole School, Whole Community Whole Child model through funding wrap-around services and critical personnel.
- e. Troops to Teachers: Rescue this program from military veterans transitioning into the teacher corps in light of the 2016 elimination of federal funding.

## 5. Enhancing the Classroom Experience for Teachers and Students

- a. Public School Capital Infrastructure: Enact a sustainable solution for the \$8 billion needed for public school buildings over the next 5 years.
- b. Textbooks/Digital Learning and Resources:
  - i. Reinstate the textbook funding level to \$77.16 per student (from \$34.81 in FY 16-17).
  - ii. Increase school-based technical support and Home Base instructional content.
- c. District & School Transformation: Fund this proven turn-around model, and modify “low-performing schools” statutes to reflect evidence-based practices and align with Every Student Succeeds act (ESSA).
- d. Instructional Supplies: Reinstate the per student funding level to \$59.33 (from \$28.33 in FY 16-17).
- e. Students with Special Needs: Significantly increase funding for these children and the residential schools.
- f. CTE & CIHS: Continue innovations by adding more Career and Technical Education certifications and new Cooperative and Innovative High Schools.
- g. NC Check-Ins: Help students receive targeted instruction based on their results from interim assessments.
- h. Child Nutrition: Invest in child nutrition programs and secure further returns on investment through the NC Procurement Alliance (where every \$1.00 invested saves LEAs \$6.00).

## 6. Supporting for Results

- a. A-F School Performance Grades: Modify the formula to align, at a minimum, with NC’s plan under Every Student Succeeds Act (ESSA).
- b. Charter School funding – Equitably allot through a new and separate state fund.
- c. DPI Expansion: Restore and improve upon critically needed positions and technologies for effective and reliable services to charters and local school districts.
- d. Teacher Licensure: Provide state support for renewals.
- e. Criminal Background Checks: Require and fund fingerprint background checks for teacher licensure applicants.

Chairman Cobey shared that the Board has heard on many occasions for the need of mental health support in our schools. He stated that because school counselors are such an important and integral part of mental health services, the Board recognized next week as National School Counseling Week.

Chairman Cobey recognized Dr. Marie Pitre-Martin to present this proclamation for the Board’s consideration.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Proclamation for National School Counseling Week**  
**North Carolina State Board of Education**

WHEREAS, School Counselors are employed in our schools to help students reach their full potential; and

WHEREAS, School Counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, School Counselors help parents focus on ways to further the educational, personal, and social growth of their children; and

WHEREAS, School Counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, School Counselors seek to identify and utilize community resources that can enhance and compliment comprehensive school counseling programs, and help students become productive members of society; and

WHEREAS, comprehensive developmental School Counseling programs are a fundamental component of North Carolina's Whole School, Whole Community, Whole Child framework;

WHEREAS, comprehensive developmental School Counseling programs are considered an intricate part of the educational process to achieve the State Board of Education mission, that everyone public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

NOW, THEREFORE BE IT

RESOLVED, that the North Carolina State Board of Education does hear by proclaim February 6-10, 2017, as National School Counseling Week in North Carolina and that Board members direct the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education.

*Upon motion by Ms. Rebecca Taylor, and seconded by Ms. Tricia Willoughby, the State Board of Education voted unanimously to approve the proclamation for the National School Counseling Week, February 6-10, 2016 as presented.*



## **STATE SUPERINTENDENT'S REPORT**

State Superintendent Johnson shared that it has been a full month of listening. He stated that he has been listening to law makers in Raleigh and sharing priorities for the upcoming long session. He also has been listening to teachers, school staff, and superintendents who are excited about having an authentic relationship. He has been listening to DPI staff and taking into consideration their views and suggestions for operational and organizational changes that can help the Department run more efficiently. He added that he has also been listening to constituents, and has been asked by students if they could visit and meet the State Superintendent. He shared, to their surprise, it was just that easy to meet the State Superintendent.

Superintendent Johnson shared that he was able to read to his daughter's pre-kindergarten class and that he read her favorite book, "The Book With No Pictures". He reminded everyone that if you ever begin to get tired or forget why you are here, and why you do this work, go read a silly book to a group of young children. He added you will immediately be reminded of why you do what you do.

He announced that Friday, February 10, was the first official stop on the NC Superintendent's Education and Innovation Tour. He will be in Forsyth County. Superintendent Johnson stated that Winston-Salem is North Carolina's city of arts and innovation; he will visit Glenn High School. This school has raised the school performance grade a full letter. He will also visit with Winston-Salem business leaders to discuss priorities, feedback, and the needs for students. He added that he will visit the Innovation Quarter, based in old tobacco warehouses that have been transformed for places for collaboration and research. Superintendent Johnson will also will meet with leaders of a program called Project Impact, providing the opportunity for community leaders and stakeholders to discuss and find innovative ways to think outside the box to help some our most needy students.

Superintendent Johnson described the Watson Innovation Program for teachers. He announced that IBM will provide the Watson Computer, free of charge, for teacher professional development. Teachers would only need to sign up.

He stated that he will develop priorities over the summer, but first he will listen, hear, and take in what teachers, principals, and superintendents need from DPI.

Superintendent Johnson shared a story about discovering a Bible from his grandmother. He came across one verse that was underlined. The verse was James 1:19, which read, "My dear brothers and sisters take note of this, everyone should be quick to listen, slow to speak, and slow to become angry."

Mr. McDevitt thanked the Superintendent for starting there, particularly as it relates to the Innovation Quarter. He stated that the Board, under the leadership of Chairman Cobey and Vice Chair Collins, visited the Innovation Quarter last year.

**HEALTHY RESPONSIBLE STUDENT  
COMMITTEE MEETING  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

The following members were present:

Patricia Willoughby, Chair  
Reginald Kenan, Vice Chair  
Wayne McDevitt  
Rebecca Taylor  
Olivia Oxendine

Gregory Alcorn  
Eric Davis  
Amanda Bell, Local Board Member Advisor  
Bobbie Cavnar, Teacher of the Year Advisor

Also present were:

William Cobey, Chairman  
A.L. "Buddy" Collins, Vice Chairman

Mark Johnson, State Superintendent

HRS Committee Chair Tricia Willoughby called the February 2017 Healthy Responsible Students Committee meeting to order.

***INFORMATION***

**HRS 3 – UNC Gillings School of Public Health Collaboration and Intern Presentation**  
**Policy Implications:**

**Description:**

The NC Healthy Schools Section, in collaboration with the State Board of Education and the Gillings School of Global Public Health, recently began meeting on a regular basis to ensure collaboration between UNC and DPI. As a result of that collaboration, interns from UNC have worked with DPI to complete various projects in the NC Healthy School Section and in Nutrition Services. This item is a presentation of their work.

**Recommendations:**

N/A

**Presenter(s):** Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick, (Section Chief, NC Healthy Schools)

**Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby recognized Dr. Lynn Harvey who then introduced Ms. April Aviles, MPH candidate, for this presentation.
- Ms. April Aviles discussed two separate projects that she worked on this past summer as an intern. She stated the first project was looking at ways to improve nutrition education professional development for teachers. The second program was the development of a mHealth family nutrition

education program. Ms. Aviles noted that the purpose of the first program was to look into the perception teachers had, barriers, and motivation to teach nutrition education.

- Ms. Aviles discussed the top five barriers that teachers face when implementing nutrition education. The two main barriers were competing academic expectations and time. Ms. Aviles shared some results of what an effective nutrition education looks like.
- Ms. Aviles shared the next steps are to create online professional development module for teachers, as well as exploring opportunities for in-person professional development.
- Mr. Alcorn asked about the 287 responses on whether there differences in awareness or resources based on rural or urban school, etc. Ms. Aviles replied that she would look back at survey results to answer more specifically.
- Ms. Aviles described the second project on mHealth. The purpose of the project was to determine ways to bridge the gap between what children are learning in the classroom and at home.
- She shared how mHealth is being used with mobile technology. She stated that mHealth are apps used on phones, fitbits, or any other mobile technology to enhance or improve health outcomes.
- Ms. Aviles stated that target population was parents of children enrolled in elementary schools participating in the Fresh Fruit and Vegetable Program, and schools from districts diverse in size and location. She shared the texting platform on the GovDelivery website where parents can opt-in voluntarily, where they would receive 1-2 text messages weekly.
- Dr. Essick introduced the second intern, Julia M Considine, MPH Leadership.
- Ms. Considine's field practicum title is "Enhancing Understanding of Healthful Living Essential Standards in NC Middle and High Schools." She stated the purpose of this project was to gather feedback to understand the state of how the essential standards are implemented.
- She contacted 200+ educators and administrators to hear what they are saying about closing the gap by ensuring access to more professional development opportunities as well as the support
- She also shared whether instruction time was shared evenly between health and physical education. In order to understand the target for instruction time, she referred to the Healthy Active Children's Policy, which states that health and physical education should be split evenly.
- Ms. Considine discussed barriers to an effective health education.
- Dr. Oxendine commented about the Healthy Living Standards and comments about teachers having challenges. Dr. Essick replied that the challenges were more about comfort level in teaching some of the topic areas and content specific, than understanding the standard. Mr. Alcorn asked if there are other ways that teachers can use to teach topics, such as videos or one to one to help with this issue. Mr. Cavnar commented that teachers may feel that the subject matter has become so politicized, that they may receive criticism. Dr. Essick replied that there are people who are scared. Sometimes it is pass down belief that teachers are not allowed to teach that. Dr. Essick stated that these myths are cleared up from a local level.

## ***INFORMATION***

### **HRS 4 – Consolidated Report: Dropouts, Corporal Punishment, Crime and Violence, Suspensions and Expulsions and Report on Council of State Governments’ Justice Center Multi-State School Discipline Meeting**

**Policy Implications:** General Statute §115C-12 (21) (27)

#### **SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible

**Objective 5.2:** Promote healthy, active lifestyles for students

#### **Description:**

G.S.115C-12 (21) (27) directs the State Board of Education (SBE) to compile a report on dropout rates, suspensions, expulsions, uses of corporal punishment, reassignments for disciplinary purposes, alternative placements, and acts of violence in the public schools and to report annually to the Joint Legislative Education Oversight Committee.

**Presenter(s):** Dr. Ben Matthews (Director, Safe and Healthy School Support) and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Safe and Healthy School Support)

#### **Recommendations:**

It is recommended that the State Board accept the Consolidated Data Report.

#### **Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby recognized Dr. Ben Matthews who then introduced Dr. Ken Gattis to present this item.
- Dr. Ken Gattis reported the highlights on trends for reportable crimes for the high school numbers. He stated that there was a decrease in reportable crimes of 73 for 1.2%, and that the high and low crime area counties are distributed all across the State.
- Short-term suspensions had a slight increase of 2.3% up to 88,559 for high school, as well as an increase for all grades.
- Dr. Gattis reminded the Board that long-term suspensions are eleven or more days and have to be approved at the district level. He shared that nineteen districts are doing well with long-term suspensions, with zero for the last three years. Dr. Gattis provided top reasons for short-term suspensions, which were disruptive behavior, aggressive behavior, and fighting or affray. For long-term suspension, the top reasons were other (non-specified), possession of controlled substance, and aggressive behavior. Mr. Cavnar asked if the suspension rates include in-school suspension. Dr. Gattis replied that these are only out-of-school suspension rates.
- The number of high school dropouts decreased from 11,190 in 2014-15 to 10,889, a decrease of 2.7%.
- He noted that schools taking the exemption for community college adult high school students must report the dropout to the State, but it does not count as long as the LEA adheres to the following rules: LEA must have affiliation agreement with community college; student must be in an Adult High School program, not GED; student must be tracked for continuous enrollment; and student must be reported as a dropout in a later dropout collection for not maintaining continuous enrollment. There were 307 students that received the exception from 40 LEAs and one charter school. Mr. Collins commented that it would help the Board to know which programs are working

and which ones need to be replicated when looking at an 18-year-old compulsory school age. Dr. Oxendine asked if the new policy is being implemented well. She also asked when schools check-in with their community colleges to ensure continuous enrollment. Dr. Gattis replied that yes, the policy seems to be working well. He also stated that the student would need to be enrolled, but most likely at the beginning of the semester.

- Dr. Gattis shared a chart of dropout rates across the State. Based on the correlations, the dropout rate by LEA correlates with suspension rates. Dr. Gattis noted that CMS and Mecklenburg Charter Schools had a large dropout increase in 2015-16. He reminded the Board that this is a trend that needs to be watched.
- Dr. Gattis also shared that the uses of corporal punishment decreased to 73 uses Statewide.
- Dr. Gattis reported for Dr. Pitre-Martin on a meeting coordinated by the Council on State Governments Justice Center. He stated that five states including NC met to discuss how states have lowered overall suspension rates in recent years and ways to deal with ongoing racial disparities in suspensions. He also added that over the last eight years the number of short-term suspensions have declined by 30%; long-term suspensions by 80%, and the number of expulsions have decreased by 77%.
- Dr. Gattis discussed details regarding racial disparities reporting that black students and other minorities have higher rates of suspension than white students. He noted that a task force led by Representative Myer, has been investigating this issue since 2015. He stated that the Task Force is studying current practices by LEAs that may be lowering disparities. He stated that a study performed by DPI shows that schools implementing PBIS with fidelity have lower degrees of disparities than other schools with similar grade ranges. Dr. Gattis also shared that there is a new report available on Power School for principals and LEA officials entitled “Disciplinary Action by Offense Type and Race/Ethnicity.” This report shows for each reported behavior the proportion of each type of disciplinary action assigned to members of each racial group. Dr. Gattis concluded that the work of NC compares favorably with that reported by other states, and feedback will be provided as the Justice Center compiles their report.
- Dr. Oxendine asked if the State disaggregated types of disruptive behavior based on race. She noted interest in knowing the types by race. Dr. Gattis replied that as a large class, he did look at that and found that the rates of disparity were actually higher when using loosely defined categories than overall. Ms. Taylor commented on the higher dropout rate with alternative schools, and asked if this is because the students are going to this school and dropping out. Dr. Gattis stated that he believes so. He added that these schools have a good relationship with CMS and they recruit the at-risk students; that the environment is supposed to be more conducive to students. Dr. Bell asked whether the PBIS schools were compared to schools that are not using this program. Dr. Gattis replied, yes, DPI looked at PBIS schools that have implemented with fidelity which is a smaller list than those that have just attempted it. He noted that suspension rates were not any different, however; rates of disproportionality were different.

<p><i>Upon motion by <u>Ms. Tricia Willoughby</u> and seconded by <u>Ms. Rebecca Taylor</u>, the Board voted unanimously to approve the Information Agenda Item Consolidated Report: Dropouts, Corporal Punishment, Crime and Violence, Suspensions and Expulsions as presented. (See attachment HRS 4)</i></p>
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Chairman Cobey thanked the UNC Gillings School of Public Health and the work of the interns. Chairman Cobey stated that this collaboration is paying off for the State in many ways since the State will be the beneficiaries of their research and programs. Chairman Cobey also thanked Dr. Gattis for his many years of work on the Consolidated Report. He added that this is Dr. Gattis’ last meeting, and that he will be retiring effective February 28. Chairman Cobey offered best wishes and thanks for the tedious, sometimes frustrating work that Dr. Gattis provided in tracking down and validating the many pieces of data that he has presented to the Board, with great analysis of the implications of the data.

Chairman Cobey stated that he hopes that everyone present realizes the connections between data, data analysis, and policy and program development. He added that it is the data that often helps the Board identify our weaknesses and problems, as well as our strengths and successes, and to be able to forecast, plan, and manage better.

### **CONSENT AGENDA**

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

*Upon motion by Ms. Tricia Willoughby and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, SLA 3, SLA 4, SLA 5, EICS 10, EICS 11, EICS 12, EICS 13, EICS 14, EICS 15, EICS 16, EICS 17, EICS18, HRS 5)*

### **CONSENT AGENDA**

#### **STUDENT LEARNING AND ACHIEVEMENT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

#### ***CONSENT***

#### **SLA 3 – Deletion of State Plan Policy for Exceptional Children**

**Policy Implications:** P.L 94-142; SBE Policy# EEO-I-001

#### **SBE Strategic Plan:**

**Objective 4.3** Use all State and federal funding according to State and federal laws and State Board of Education policies.

#### **Description:**

This policy, effective 03/02/1995 is no longer relevant. It addresses the development of a state plan for 1996-98, through the submission of a grant application. This policy referenced a federal law P.L 94-142 which has been reauthorize, most recently in 2004 and renders the previous law null and void. Current policy and procedures are in place, in alignment with the more recent reauthorization of IDEA. It is requested that this policy be deleted/eliminated, as a technical correction.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Recommendations:**

The State Board is asking to accept deletion of the policy as a technical correction as presented.

**CONSENT**

**SLA 4 – Technical Updates to Course for Credit Policy**

**Policy Implications:** SBE Policy# GCS-M-001

**SBE Strategic Plan:**

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
- Goal 2:** Every student has a personalized education.

**Presenter(s):** Dr. Rebecca Garland (Deputy Superintendent), Ms. Sneha Shah Coltrane (Director, Advanced Learning), and Dr. Tiffany Perkins (Director, Curriculum and Instruction)

**Description:**

State Board of Education policy GCS-M-001, Course for Credit, outlines how course credits may be earned in high school.

This Course for Credit policy revision includes minor technical updates clarifying language around UNC minimum course requirements and graduation requirements.

DPI recommends to the SBE to adopt these technical updates to this policy to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

**Recommendations:**

The State Board of Education is asked to accept the proposed changes to this policy.

**CONSENT**

**SLA 5 – Technical Updates to State Graduation Requirements Policy**

**Policy Implications:** SBE Policy# GCS-N-004

**SBE Strategic Plan:**

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
- Goal 2:** Every student has a personalized education.

**Presenter(s):** Dr. Rebecca Garland (Deputy Superintendent), Ms. Sneha Shah Coltrane (Director, Advanced Learning), and Dr. Tiffany Perkins (Director, Curriculum and Instruction)

**Description:**

State Board of Education policy GCS-N-004, Graduation Requirements, outlines North Carolina's high school graduation requirements, the Future-Ready Core Course of Study (FRC).

This Graduation Requirements policy revision includes technical updates including name changes of the current NC Math course sequence to align with the Mathematics Standard Course of Study and clarifications to simply language for stakeholders.

DPI recommends to the SBE to adopt these technical updates to the current graduation requirements to better meet the needs of LEAs and students and clarify the policy for all stakeholders.

**Recommendations:**

The State Board of Education is asked to accept the proposed changes to the policy.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

**CONSENT****EICS 10 – Johnston Charter Academy One-Year Delay Request****Policy Implications:****SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

Johnston Charter Academy (JCA) - (Johnston County) requests that the State Board of Education (SBE) grant it a one-year delay in opening the charter school. In August 2016, the SBE granted final approval to JCA to open in August 2017.

In a December 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees JCA stated that its Education Management Organization (EMO) has informed it that an on-time completion of the facility for an August 2017 opening cannot be guaranteed. The board's request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, JCA plans to expand one grade per year until the school is a full K-8 school. The school's mission is as follows: "Through a program of rigorous academics, character development, and a focus on the individual progress and needs of students, our school develops critical-thinking scholars who are well-prepared for high school, college, career, and life." Focusing on college and career readiness, the school will emphasize academic excellence, character development, distributed leadership, and parental partnerships.

The Charter School Advisory Board (CSAB) supports JCA's request with the following stipulations:



1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The JCA Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear
  - before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to
  - the CSAB an affidavit document from the building contractor detailing the work remaining to be done and;
  - providing an accurate date of completion and inspection. Additionally, the Board will provide weekly;
  - updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018,
  - the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter
  - term will be null and void, meaning that the Board would need to submit a new application in a future application
  - round in order to obtain a charter.

### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Johnston Charter Academy with the above stipulations.

### ***CONSENT***

#### **EICS 11 – Johnston Charter Academy’s Request to Amend its Charter**

#### **Policy Implications:**

#### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

#### **Description:**

Johnston Charter Academy (Johnston County) requests that the State Board of Education (SBE) allow it to open with grades K-7 instead of grades K-6, as originally indicated in the application. In August 2016, the SBE granted final approval to Johnston Charter Academy to open in August 2017, but now the board of Johnston Charter Academy has requested a delayed opening until August 2018 (see EICS 10).

In a December 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Johnston Charter Academy stated that it wishes to open with grades K-7 instead of K-6 because it would like to serve students who have already expressed interest in the school. The board has also indicated that middle school seats are needed in its community. The board's request letter, which is included as an attachment, outlines this request. Johnston Charter Academy's original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year: 2017-18	K,01,02,03,04,05,06	576
Second Year: 2018-19	K,01,02,03,04,05,06,07	660
Third Year: 2019-20	K,01,02,03,04,05,06,07,08	744
Fourth Year: 2020-21	K,01,02,03,04,05,06,07,08	772
Fifth Year: 2021-22	K,01,02,03,04,05,06,07,08	772

Johnston Charter Academy's requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year: 2018-19	K,01,02,03,04,05,06,07	660
Second Year: 2019-20	K,01,02,03,04,05,06,07,08	744
Third Year: 2020-21	K,01,02,03,04,05,06,07,08	772
Fourth Year: 2021-22	K,01,02,03,04,05,06,07,08	772

Note: Since Johnston Charter will be delayed in opening by one school year, and since that year will count as a year of what will become the signed charter agreement (see EICS 10), the school will only serve students for four years of its initial five-year charter.

### Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve this request for Johnston Charter Academy.

**CONSENT**

**EICS 12 – STARS (Sandhills Theater Arts Renaissance School) Mission Statement Amendment**

**Policy Implications:** SBE Policy# TCS-U-014 section 1(d)

**SBE Strategic Plan:**

**Description:**

**Goal 2:** Every student has a personalized education.

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

**Description:**

State Board of Education (SBE) policy TCS-U-014 section 1(d) states that altering the mission or targeted student population requires SBE approval prior to implementation. Sandhills Theatre Arts Renaissance School Charter School is seeking approval to change its previously approved mission statement. While the current mission statement incorporates many of the elements of the revised mission statement and purpose, the Sandhills Theatre Arts Renaissance School (STARS) Charter School board believes the amended mission statement will be easier for stakeholders to understand and remember.

*Original Mission Statement*

The mission of Sandhills Theatre Arts Renaissance School Charter School is to Sandhills Theatre Arts Renaissance School (STARS) combines an integrated arts curriculum with the interdisciplinary teaching and daily arts instruction. STARS will allow each child to learn in a style that builds upon the strengths of the child to master the curriculum. By emphasizing the visual, auditory, tactile, and kinesthetic aspects of learning, STARS provides an environment in which differences are celebrated rather than excluded.

*Amended Mission Statement*

We believe that good teachers are the key to student learning. Priority will be placed on hiring and developing great teachers who get results and create a positive and engaging learning environment. We believe that structure and safety are essential to helping students learn. Our curriculum in elementary and middle school will focus on building a strong foundation of basic skills to prepare our students for the rigors of our high school academic and performing arts program. Our high school program will be geared toward meeting the requirements for acceptance to all major universities. However, STARS does not intend to act merely as a college preparatory program. We strive to create well rounded, responsible, and confident individuals, with the performing arts and academics programs of STARS acting as motivating factors towards maximum student growth.

*Original Purpose:*

The Sandhills Theatre Arts Renaissance School fulfills the charter school legislative intent by working to improve all student learning, but especially provides innovative learning opportunities for developmentally delayed students and low performing students. The curriculum will also allow gifted students to meet their potential through innovative classes vitalized by the arts.

Small class sizes of 18 or under will allow students the interactive environment that best serves a wide range of student learning styles. If all students in a school are to perform at or above grade level, a creative curriculum such

as A+ that is showing results with underachieving students is essential. The arts provide a conduit to achieve greater mastery of North Carolina’s Standard Course of Study similar to the way technology has enhanced the effectiveness of industry.

The arts are an effective delivery system for education that is often underutilized once children leave Kindergarten. This has deprived many public school students of the magic and curiosity they once associated with school and learning. There appears to be a strong correlation between the increase in the number of students who perform poorly with the decrease of interactive learning as children progress through upper grade levels. It is possible for learning to be rigorous but enjoyable. Teaching to the test has robbed many schools of the very methodology that would indirectly raise student performance.

It is true educators are not paid to be entertainers, but they are paid to stimulate the imagination of young people so they will learn to entertain themselves. If the intent of public education is to produce lifelong learners, the integration of the arts into classroom teaching will keep the magic of learning alive. Charter schools such as STARS will serve public education in North Carolina, as envisioned by the General Assembly, by providing reliable research and developmental models.

*Original Educational Focus:*

STARS will create the opportunity for each student to learn according to their unique strengths identified through multiple intelligence screening. The school is designated as an A+ school that would implement the curriculum endorsed by the Kenan Institute of the Arts in Winston Salem. The Kenan Institute is providing ongoing training and a five-year evaluation of the twenty-seven A+ schools currently operating in North Carolina. This model is one of the three models chosen by DPI to improve learning in low performing schools. The A+ philosophy would parallel Neighborhood Youth Leadership’s mission to provide new resources for children in Moore County, especially those children at risk of academic failure. STARS would actively recruit students from disadvantaged communities as well as serving children whose parents are more likely to seek out a charter school education.

*Amended Purpose*

*Improve Student Learning for All Students:*

STARS will implement a tiered system to respond to student needs. All students will be assessed at various times of the year to assist our teachers in forming an accurate representation of each student’s ability. This representation will inform a teacher’s instruction of their students, and will allow each parent to fully understand how their child is grasping the curriculum. A multi-tiered approach helps to inform all stakeholders about a child’s possible weaknesses and strengths. STARS believes in the opportunity to accelerate students into other grades if their academic performance warrants acceleration. A collaborative team of parents, teachers, and administrators will discuss potential needs for acceleration. The goal at STARS is to create a flexible learning environment that helps parents and teachers meet each child’s educational needs.

*Innovation in Teaching Methods:*

Rather than indicate a specific innovative teaching method STARS intends to innovate in the area of school operation and in the operation of a non-profit organization. STARS will remove the central office apparatus and allow teachers direct access to the administration to help make decisions regarding school functions. Educational dollars will be spent in a manner that allows their value to be passed on to children every day, rather than money being invested in resources that might never directly impact a child.

*Amended Educational Focus:*

The Sandhills Theatre Arts Renaissance School (STARS) provides parents with an additional public school choice. STARS will allow students to focus on multiple artistic mediums, with a specific focus on the Performing Arts. STARS welcomes all students, and as a school, intends to focus on accurately identifying a student's present level of educational performance and meeting their educational and emotional needs. Through a consistent focus on the Arts and hiring talented teachers, the staff of STARS intends to educate all of the children that elect to attend our school.

**Recommendations:**

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment request to change Sandhills Theatre Arts Renaissance School's mission statement and purpose.

**CONSENT**

**EICS 13 – Recommendation to Allow Pine Springs Charter School to Begin With Its Year 2 Projected**

**Average Daily Membership**

**Policy Implications:** SBE Policy# TCS-U-014 section 1(a)

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

**Description:**

State Board of Education (SBE) policy TCS-U-014 section 1 (a) states that "Enrollment growth beyond 20% or grade expansion not in the approved charter" requires State Board approval.

Pine Springs Preparatory Academy (Wake County) requests that the State Board of Education (SBE) allow them to open with grades K-6 (Year 2) instead of grades K-5 (Year 1), as originally indicated in their application. In February 2016, the State Board of Education granted final approval to Pine Springs Preparatory Academy to open with a delay until August 2017.

In a December 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Pine Springs Preparatory Academy states that it wishes to open with grades K-6 (year 2 student enrollment) instead of K-5 (Year 1 student enrollment) due to the high student enrollment demand and underwriting for their faculty. Pine Springs had open enrollment on November 15th and in less than two month claimed that they had 300 applications submitted.

Pine Springs Preparatory Academy's original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

Academic School Year Grade Levels Total Projected Student Enrollment

First Year: 2016-17 K,01,02,03,04,05, 396

Second Year: 2017-18 K,01,02,03,04,05,06, 490

Third Year: 2018-19 K,01,02,03,04,05,06,07, 587  
 Fourth Year: 2019-20 K,01,02,03,04,05,06,07,08 684  
 Fifth Year: 2020-21 K,01,02,03,04,05,06,07,08 731

Pine Springs Preparatory Academy’s requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

Academic School Year Grade Levels Total Projected Student Enrollment  
 First Year: 2017-18 K,01,02,03,04,05,06, 490  
 Second Year: 2018-19 K,01,02,03,04,05,06,07, 587  
 Third Year: 2019-20 K,01,02,03,04,05,06,07,08 684  
 Fourth Year: 2020-21 K,01,02,03,04,05,06,07,08 731

Note: Since Pine Springs Preparatory Academy will be delayed in opening by one school year, and since that year will count as a year of what will become the signed charter agreement, the school will only serve students for four years of its initial five-year charter.

**Recommendations:**  
 The Office of Charter Schools (OCS) recommends that the SBE approve the Pine Springs Preparatory Academy amendment request for open enrollment year 2.

***CONSENT***  
**EICS 14 – One-Year Delay Request for Rolesville Charter Academy**  
**Policy Implications:**

**SBE Strategic Plan:**  
     **Goal 1:** Every student has a personalized education  
     **Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools)

**Description:**  
 Rolesville Charter Academy (RCA) - (Wake County) requests that the State Board of Education (SBE) grant it a one-year delay in opening the charter school. In August 2016, the SBE granted final approval to RCA to open in August 2017.

In a November 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees RCA states that it anticipates delays in its acquisition, approval for, and construction of its proposed facility. The board’s request letter, which is included as an attachment, outlines the situation it currently faces.

Per its approved application, RCA plans to open as a K-6 school initially and expand one grade per year until the school is a full K-8 school. The school's mission is as follows: "Every student at Rolesville Charter Academy will develop the knowledge, tools, and skills for success. High academic and character standards, clear expectations, and quality instruction will support an enriched learning environment exemplified by academic excellence and the

development of responsible, respectful, and life-long learners." Focusing on college and career readiness, the school will emphasize four foundational pillars: academic excellence, character development, parental partnerships, and student responsibility.

- The Charter School Advisory Board (CSAB) supports RCA’s request with the following stipulations:
1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
  2. The JCA Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
  3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
  4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear
    - before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to
    - the CSAB an affidavit document from the building contractor detailing the work remaining to be done and;
    - providing an accurate date of completion and inspection. Additionally, the Board will provide weekly;
    - updates to OCS regarding the progress towards completion.
  5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018,
    - the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter
    - term will be null and void, meaning that the Board would need to submit a new application in a future application
    - round in order to obtain a charter.

**Recommendations:**  
 The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Rolesville Charter Academy with the above stipulations.

**CONSENT**  
**EICS 15 – Commonwealth High School Amendment Request to Adjust its Required Teacher Licensure Percentage**  
**Policy Implications:** SBE Policy# TCS-U-014 section 3

**SBE Strategic Plan:**  
**Goal 2:** Every student has a personalized education.  
**Objective 4** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools)

**Description:**  
 State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Stewart Creek High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Stewart Creek High School to be in compliance with its charter.

**Recommendations:**  
 The Office of Charter Schools recommends that the SBE accept this amendment request for Stewart Creek High School.

***CONSENT***  
**EICS 16 – Stewart Creek High School Amendment Request to Adjust its Required Teacher Licensure Percentage**  
**Policy Implications:** SBE Policy# TCS-U-014 section 3

**SBE Strategic Plan:**  
**Goal 2:** Every student has a personalized education.  
**Objective 4** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools)

**Description:**  
 State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Stewart Creek High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Stewart Creek High School to be in compliance with its charter.

**Recommendations:**  
 The Office of Charter Schools recommends that the SBE accept this amendment request for Stewart Creek High School.



**CONSENT**

**EICS 17 – Central Wake High School Amendment Request to Adjust its Required Teacher Licensure Percentage**

**Policy Implications:** SBE Policy# TCS-U-014 section 3

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 4** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools)

**Description:**

State Board (Board) policy TCS-U-014 section 3 states that any proposed amendments not contained in Section 2 of TCS-U-014 must be reviewed and approved by the State Board of Education.

Central Wake High School stipulated in its SBE approved charter application that it would maintain 100% licensed teachers. After opening, the school had difficulty maintaining the promise outlined in its original charter and now seeks to amend the licensure percentage to 50%, which would align the teacher licensure to charter school statute requirements. Approving this amendment would allow Central Wake High School to be in compliance with its charter.

**Recommendations:**

The Office of Charter Schools recommends that the SBE accept this amendment request for Central Wake High School.

**CONSENT**

**EICS 18 – Evergreen Community Charter School’s Request to Amend Lottery Process in the Approved Charter Application**

**Policy Implications:** SBE Policy# TCS-U-014 section 1 (d)

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 4** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools)

**Description:**

State Board (Board) policy TCS-U-014 section 1 (d) states that any proposed amendments not contained in Section 2 must be reviewed and approved by the State Board of Education. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

Evergreen Community Charter School would like to change its lottery procedure to an online process rather than physically drawing numbers out of a container as originally outlined in its approved charter application.

**Previous Lottery Process:**

The lottery will be conducted in the following manner:

1. The lottery will take place in April and the time and place will be posted on the website by April 1st. All applicants have the right to be present and witness the drawing.
2. The official lists of all applicants by grade will open to inspection by the applicants for a 30-minute period prior to the scheduled drawing. The names on each list will be consecutively numbered, beginning with the number "1".
3. The lottery will be conducted by an independent Certified Public Accountant or by an elected official.
4. The lottery official will blindly draw numbers, one by one from the container, and will publicly announce each number. An impartial recorder will confirm and record each number exactly in the order it was drawn to create an order of entry for applicants.
5. The order of entry will determine the order in which openings will be filled in each grade. When a class is full, the order of entry will form a waiting list.

**Revised lottery process:**

The lottery will be conducted in the following manner:

1. The lottery will take place in April and the time and place will be posted on the website by April 1st. All applicants have the right to be present and witness the lottery.
2. Applicants will be able to verify that their name is in the applicant list prior to the lottery and to verify the correct grade for which they are applying via the application/lottery website or by contacting the school at any time between January 1 and March 31.
3. The lottery will be initiated and activated by an independent Certified Public Account or by an elected official using an online enrollment system.
4. Lottery activation entails verification and affirmation that all applicants are included in the lottery. The online enrollment system will randomly select names in an unbiased and non-discriminatory manner-given the parameters for enrollment priority described in the school's Admission Policy-and create an order of entry for all applicants.
5. The order of entry will determine the order in which openings will be filled in each grade. When a grade is full, the order of entry will form a waiting list.

**Recommendations:**

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment to Evergreen Community Charter School's lottery.

## **CONSENT AGENDA**

### **HEALTHY RESPONSIBLE STUDENTS**

**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

#### ***CONSENT***

#### **HRS 5 – Technical Update to SBE Policy TCS-B-009: State Board of Education Interagency Advisory Committee**

**Policy Implications:** SBE Policy# TCS-B-009

#### **SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 1:** Create and maintain a safe and respectful school environment.

**Objective 2:** Promote healthy, active lifestyles for students.

**Objective 3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Objective 4:** Decrease violence and crime in schools.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)

#### **Description:**

State Board of Education policy TCS-B-009 delineates the functions of the State Board of Education Interagency Advisory Committee as well as the list of members. Policy is presented to the Board to make a change in title from State Board of Education Interagency Advisory Committee to Whole Child NC in order to reflect the Board's resolution adopted on November 3, 2016.

#### **Recommendations:**

The State Board of Education is asked to accept the proposed changes to the policy.

Chairman Cobey noted that Mr. McDevitt relinquished his time and that Mr. McDevitt presented the Special Committee on Global Education agenda on Wednesday.

## ACTION AND DISCUSSION AGENDA

### EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

Chairman Cobey recognized EICS Committee Chair Rebecca Taylor, to manage the EICS Action and Discussion Agenda.

#### **ACTION**

#### **EICS 1 – 2017-18 Grade Enrollment and Expansion Requests**

**Policy Implications:** General Statute: 115C-218.5(e-f)

#### **Description:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), and Mr. Brian Smith (Consultant, Office of Charter Schools)

#### **Enrollment Growth Greater Than 20%**

Per NC General Statute 115C-218.5(e-f), beginning with the charter school's second year of operation and annually thereafter, a charter school may increase its enrollment by up to twenty percent (20%) of the school's previous year enrollment or as otherwise provided in the charter. If a school proposes to grow by greater than 20%, that growth shall be considered a material revision of the charter application and must be approved by the State Board of Education (SBE).

The legislation states that schools must meet the following criteria in order to be eligible for greater than 20% increase:

The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.

- 6) The charter school has commitments for ninety percent (90%) of the requested maximum growth.
- 7) The charter school is not currently identified as low-performing.
- 8) The charter school meets generally accepted standards of fiscal management.
- 9) The charter school is, at the time of the request for the enrollment increase, substantially in compliance
- 10) with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

At its December 9, 2016 meeting, the Charter Schools Advisory Board (CSAB) reviewed each enrollment growth greater than 20% request of the schools outlined below request and made a recommendation to the SBE

#### **CSAB Not Recommended for Approval**

- Heritage Collegiate Leadership Academy (Bertie County)
- Cabarrus Charter Academy (Cabarrus County)

- Excelsior Classical Academy CFA (Durham County)
- Mallard Creek STEM Academy (Mecklenburg County)
- Eno River Academy (Orange County)

#### **CSAB Recommended for Approval**

- Pinnacle Classical Academy (Cleveland County)
- The Institute for the Development of Young Leaders (Durham County)
- Falls Lake Academy (Granville County)
- Charlotte Secondary School (Mecklenburg County)
- KIPP Charlotte (Mecklenburg County)
- Covian Community School (Mecklenburg County)
- Charlotte Lab School (Mecklenburg County)
- Queen City STEM School (Mecklenburg County)
- Northeast Academy of Aerospace & Advanced Technologies (Pasquotank County)
- Bethany Community Middle School (Rockingham County)
- Southern Wake Academy (Wake County)
- Triangle Math and Science Academy (Guilford County)
- Wilson Preparatory Academy (Wilson County)
- Discovery Charter (Durham County) – Not Yet Open – seeking to amend proposed enrollment in charter

Prior to legislative changes in 2013 statute required an LEA Impact Statement, but this requirement is no longer in effect. To provide greater context for the expansion requests, however, the Office of Charter Schools notified the LEAs of each school's requested growth and afforded the LEAs an opportunity to submit an impact statement. If those statements were submitted, they have been included as attachments to the item.

#### **Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the recommended enrollment expansion requests.

<p><i>Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Mr. Gregory Alcorn</u>, the State Board of Education voted unanimously to approve the recommendations for the 2017-18 Grade Enrollment and Expansion Requests as presented. (See Attachment EICS 1)</i></p>
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#### ***ACTION***

#### **EICS 2 – Renewal Recommendations for Charters Expiring June 2017**

**Policy Implications:** G.S.115C-218 and SBE Policy TCS-U-007

#### **Description:**

#### **SBE Strategic Goal**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, the following charter schools request renewal of their charters that will expire June 30, 2017:

- Arapahoe Charter
- Bridges Academy
- Casa Esperanza Montessori
- Charlotte Secondary
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Community Charter School
- Exploris School
- Eno River Carter School (Orange Charter)
- Francine Delany New School for Children
- Grandfather Academy
- Gray Stone Day School
- Guilford Prep Academy
- Kestrel Heights Charter School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Neuse Charter
- PreEminent Charter
- Quality Education Academy
- Rocky Mount Preparatory Academy
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Carter G. Woodson School of Challenge
- The Central Park School for Children
- The Children's Village Academy
- The Learning Center Charter School
- Voyager Academy
- Wilmington Preparatory Academy

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined NCDPI compliance forms, a

renewal site visit to each school, and academic/enrollment data from the school comparable to the LEA in which the school resides. OCS presented each school's renewal portfolio to the Charter School Advisory Board (CSAB) on October 13, 2016. In reviewing the totality of information, the Advisory Board decided to bring back ten groups for interviews in order to gain a better understanding of the school's situation. On November 16, 2016 and December 9, 2016, the CSAB met to interview those schools, ask related questions, and formulate a recommendation to the State Board of Education.

The Charter School Advisory Board recommended a ten (10) year charter renewal for:

- Bridges Academy
- Casa Esperanza Montessori
- Chatham Charter
- CIS Academy
- Columbus Charter School
- Exploris School
- Eno River Charter School (Orange Charter)
- Francine Delany New School for Children
- Gray Stone Day School
- KIPP: Charlotte
- Magellan Charter
- Maureen Joy Charter
- Mountain Discovery Charter
- Quality Education Academy
- Sallie B. Howard
- Sterling Montessori Academy
- Summit Charter
- The Central Park School for Children
- The Learning Center Charter School

A ten (10) year renewal pending no 2016 financial audit findings for:

- Arapahoe Charter
- Grandfather Academy
- Voyager Academy

A seven (7) year charter renewal was recommended for:

- Neuse Charter
- The Children's Village Academy

A five (5) year charter renewal was recommended for:

- Charlotte Secondary
- Guilford Preparatory Academy

A three (3) year charter renewal was recommended for:

- Rocky Mount Preparatory Academy: (Stipulations) 1. The school's 2016 audit has no findings of financial issues. 2. Continued adherence to the educational Improvement Plan as approved by SBE in 2016.
- The Carter G. Woodson School of Challenge
- Wilmington Preparatory Academy
- PreEminent Charter

### **Recommendations:**

It is recommended that the State Board of Education approve the renewal recommendations of the Charter Schools Advisory Board.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Gregory Alcorn, the State Board of Education voted unanimously to delay action on Charter G. Woodson School of Challenge until next month as presented. (See Attachment EICS 1)*

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. A.L. Collins, the State Board of Education voted unanimously to approve the renewal recommendations of the Charter School Advisory Board excluding the Charter G. Woodson School of Challenge as presented. (See Attachment EICS 1)*

### ***ACTION***

#### **EICS 3 – Request for Second Delayed Opening from Cardinal Charter Academy at Knightdale**

**Policy Implications:** G.S. 115C-218.100(b); SBE Policy# TCS-U-017

### **SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools)

### **Description:**

Cardinal Charter Academy at Knightdale (CCA-K) - (Wake County) requests that the State Board of Education (SBE) grant it a SECOND one-year delay in opening the charter school. In June 2015, the SBE granted final approval to CCA-K to open in August 2016.

In a January 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees CCA-K stated that it had experienced unexpected delays in its approval for the proposed facility site due to planning, development, and zoning issues. The SBE, on March 3, 2016, voted to grant CCA-K a one-year delay.

In an October 2016 letter to OCS, the CCA-K board expressed additional challenges it has faced related to site selection and NCDOT required roadway improvements. The board anticipates further delays with locating another property, performing due diligence, securing entitlements, etc.



The board's request letter, which is included as an attachment, outlines the situation it currently faces. Per its approved application, CCA-K plans to open a K-6 school initially and expand one grade per year until the school is a full K-8 school serving over 1,100 students. The school's mission is as follows: "CCAs mission is to build a student-centered, data-driven learning environment where students develop critical thinking skills and can reach their academic potential by utilizing a technology rich methodology tailored to meet their needs." The school will use an instructional platform focused on using technology to help students develop critical thinking skills to solve problems, retain knowledge, and apply that knowledge.

The Charter School Advisory Board (CSAB) supports CCA-K's request with the following stipulations:

1. The second delayed year, within which the charter school does not serve students, will count as year two of the signed charter agreement.
2. The CCA-K Board of Directors (Board) will provide monthly progress reports to OCS regarding board meetings, marketing plans, and facility construction.
3. The Board will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
4. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2018, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
5. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2018, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this second one-year delay for Cardinal Charter Academy at Knightdale with the above stipulations.

<i>Upon motion by <u>Ms. Rebecca Taylor</u>, and seconded by <u>Mr. Wayne McDevitt</u>, the State Board of Education voted unanimously to accept the request for a second one-year delay opening from Cardinal Charter Academy at Knightdale with stipulations as noted on eBoard. (See Attachment EICS 3)</i>
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***ACTION ON FIRST READ***

**EICS 4 – 2017 Renewal Recommendations for Kestrel Heights Charter School**

**Policy Implications:** General Statute § 115C-218; SBE Policy TCS-U-007

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Education Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Each charter school that the State Board of Education (SBE) approves to operate has a time-limited charter term that is not guaranteed for renewal. When entering their renewal cycle, schools must complete a short self-study, respond to any noncompliance issues, and have a renewal site-visit. These renewal site visits permit the schools to bring in multiple groups of stakeholders - parents, teachers, and board members - to provide information that supplements the school's performance data.

Consistent with G.S.115C-218 and SBE Policy TCS-U-007, **Kestrel Heights** is requesting renewal of its charters that will expire June 30, 2017.

**Background:**

At the regularly-scheduled State Board of Education (SBE) meeting on February 6, 2014, the SBE approved a recommendation from the Charter Schools Advisory Board that Kestrel Heights Charter School receive a five-year renewal if the school remained compliant in all areas through June 30, 2014. The recommendation also stated that if the charter school was not compliant, the renewal term would be reduced from five (5) to three (3) years. During the term of the five (5) year renewal cycle, the Office of Charter Schools discovered governance concerns and issued a Cautionary Status letter to Kestrel Heights informing the board that the renewal was being reduced to three years. Subsequently, Kestrel Heights was granted a three (3) year charter renewal in 2014 to be renewed again during the 2017 renewal year.

**2017 Renewal Activity:**

As part of the renewal process, the Office of Charter Schools (OCS) compiled a renewal portfolio for each school; the portfolio consists of information gathered through examined DPI compliance forms and a renewal site visit to each school, and academic and enrollment data from the school and the LEA in which the school resides. During the completion of this process, discrepancies of academic transcripts of graduated seniors of Kestrel Heights was reported by Kestrel Heights to the OCS. As a result, Kestrel Heights Charter School's renewal recommendation was delayed pending further investigation. On January 11, 2017, after further investigation, the Charter School Advisory Board (CSAB) made the following recommendation:

- Kestrel Heights charter be renewed for a period of 3 years with five (5) stipulations:
  1. Effective July 1, 2017, the charter is amended to the grades served on grades Kindergarten through eighth grade.

2. That Kestrel Heights, at no cost to current or former students, provide an appropriate remedy to the failure to provide an appropriate education that resulted in a Future Ready Core diploma, and that the remedy may not be a Kestrel Heights designated diploma monthly report.
3. That Kestrel Heights continue to make extensive efforts to contact all impacted former students and provide a monthly report to the Office of Charter Schools of those efforts and the results of those efforts.
4. That Kestrel Heights appear before the Charter Schools Advisory Board every six months to update the board on its progress.
5. Kestrel Heights must agree to no grade expansion to high school for its charter term.

#### **Recommendations:**

It is recommended that the State Board of Education approve the renewal recommendation of the Charter School Advisory Board.

#### **Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- Ms. Taylor reminded the Board that on Wednesday the Board decided to delay action on this item and place it on the March agenda. She further stated this delay will allow the SBE another 30 days to review all of the relevant information before discussion and decision next month.
- There was no further discussion.

#### ***DISCUSSION***

#### **EICS 5 – Report to the General Assembly: Evaluation of Cooperative Innovation High School (CIHS) Programs**

**Policy Implications:** Section 2, Article 16 of Chapter 115C-238, Part 9

#### **SBE Strategic Plan:**

#### **Goals and Objectives:**

6. **Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**

**Objective 1:** Increase the cohort graduation rate.

**Objective 2:** Graduate students prepared for post-secondary education.

**Objective 3:** Graduate students pursuing a Career and Technical Education concentration prepared for careers.

**Objective 4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 5:** Increase student performance on the state's End of Grade and End of Course assessments.

2. **Every students has a personalized education.**

**Objective 1:** Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent), Mrs. Sneha Shah Coltrane (Director, Advanced Learning and Gifted Education)

**Description:**

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School (CIHS) Programs authorizes local boards of education with boards of trustees of colleges/universities to jointly establish cooperative innovative programs in high schools and colleges/universities that will expand students' opportunities for education success through high quality instructional programming.

Legislative language requires an annual report reviewing the progress of CIHS by March 15 this year. This report was prepared by the Joint Advisory Committee, which is comprised of representatives from DPI, NCCC System and UNC General Administration, with DPI as the lead developer. This report also includes data from each agency as well as self-reported data from all of the CIHS programs.

**Recommendations:**

It is recommended that the SBE discuss the CIHS Report at the February meeting and take action in the March meeting.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

**DISCUSSION**

**EICS 6 – New Policy Recommendation for Charter Schools to Receive Alternative School Status**

**Policy Implications:** SBE Policy #: TCS-U-011, GCS-Q-001

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The Charter Schools Advisory Board (CSAB) recommends that the State Board of Education adopt a new policy for charter schools to receive alternative status. In 2009, the SBE eliminated its policy for a Charter School to be Designated as an Alternative Charter School (TCS-U-011). While TCS-U-011 was eliminated, the board has a Policy Regarding Dropout Prevention and Students At-Risk (GCS-Q-001) which provides a provision for charter schools to receive alternative status if meeting certain requirements. Currently, the criteria of GSC-Q-001 proves problematic for charter schools seeking this status as its licensure status requirements conflict with the 50% requirement outlined in charter statute. At its October 2016 - January 2017 meetings, the CSAB deliberated and determined a specific policy for charter schools is needed when determining alternative status for charter schools. The attached draft

policy reflects the CSAB recommendation based on feedback from various stakeholders including the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

***DISCUSSION***

**EICS 7 – Revision to SBE Policy TCS-U-010: Revocation of Charter for Lack of Academic Performance**

**Policy Implications:** General Statute § 115C-218.100(b), SBE Policy #: TCS-U-010

**Description:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The attached draft version of TCS-U-010 contains amendments to the policy proposed by the Charter Schools Advisory (CSAB) board upon recommendation from the Office of Charter Schools at its January 2017 meeting, consistent with House Bill (HB) 242, which directs the following:

"If a charter school is continually low-performing, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. However, the State Board shall not terminate or not renew the charter of a continually low-performing charter school solely for its continually low-performing status if the charter school has met growth in each of the immediately preceding three school years or if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals. The State Board shall develop rules on the assumption of a charter by a new entity that includes all aspects of the operations of the charter school, including the status of the employees. Public assets shall transfer to the new entity and shall not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b)."

The original statute contained language that defined academic inadequate charter schools as not meeting 60% proficiency or growth in two of three consecutive years and permitted the State Board of Education to take action in accordance with this policy. The updated policy reflects the updated statutory language

as revised in the 2016 legislative session which removed the 60% or growth language. The recommended policy change mirrors the change in statute.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

***DISCUSSION***

**EICS 8 – Revision to SBE Policy TCS-U-007: Charter Schools Renewal Process**

**Policy Implications:** General Statute § 115C.218.6, SBE Policy #: TCS-U-007

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Ms. Shaunda Cooper (Consultant, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

The attached draft version of TCS-U-007 contains amendments to the policy proposed by the Charter Schools Advisory (CSAB) board upon recommendation from the Office of Charter Schools at its January 2017 meeting, consistent with House Bill (HB) 242, which directs the following:

To receive a recommendation for renewal, the school must meet the requirements outlined in 115C.218.6 which states:

- c) The State Board of Education shall review the operations of each charter school at least once prior to the expiration of its charter to ensure that the school is meeting the expected academic, financial, and governance standards.
- d) The State Board of Education shall renew a charter upon the request of the chartering entity for subsequent periods of 10 years, unless one of the following applies:
  4. The charter school has not provided financially sound audits for the immediately preceding three years.
  5. The charter school's student academic outcomes for the immediately preceding three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
  6. The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

If one of the conditions set forth in subdivisions (1) through (3) of this subsection applies, then the State Board may renew the charter for a period of less than 10 years or not renew the charter."

As a result of House Bill 242 (GS 115C-238.29G), is now reflected in the renewal policy as GS 115C-218. In addition, the proposed renewal policy includes G.S.115-218.100 which is a Funds Reserved policy for charter schools wishing to participate in the state retirement plan as well as a detailed timeline of the charter school renewal process.

This updated policy reflects the updated statutory language as revised in the 2016 legislative session. The CSAB recommends approving this policy as an update to the current policy which was approved in 2006.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve this policy as amended.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

***DISCUSSION***

**EICS 9 – Recommendations to the SBE Adjusting the Charter School Timeline and Application Process**

**Policy Implications:** General Statute § 115C.218.6, SBE Policy #: TCS-U-007

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Per State Board of Education (SBE) Policy TCS-U-12, the SBE must approve the charter school application process and timeline prior to each application round. The SBE established and adopted the timeline and process for the 2016 application round on May 5, 2016, (see attached) and the Charter School Advisory Board (CSAB) now recommends to the SBE adjustments to the established process. Specifically, the CSAB makes the following two (2) recommendations to the SBE on its process in considering applications for new charter schools:

7. Prior to denying any charter school application that received a majority vote to approve by the CSAB, the SBE will return the application to the CSAB for further review before denial on second reading.
8. The CSAB shall complete its recommendations to the SBE on charter school applications by its April meeting each year. The CSAB will present its recommendations to the SBE at the May SBE meeting for discussion. The SBE will approve or deny all charter school applications by its June meeting each year, except those applications returned to the CSAB for further consideration under part one of this recommendation, which the SBE will approve or deny by its August meeting each year.

**Recommendations:**

The CSAB recommends that the State Board of Education approve its recommendation on adjusting the procedural process on approving applications.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted staff presented a comprehensive report on this item during the EICS Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

**HEALTHY RESPONSIBLE STUDENT  
COMMITTEE MEETING  
(Ms. Tricia Willoughby, Chair, and Mr. Reginald Kenan, Vice Chair)**

***DISCUSSION***

**HRS 1 – Healthy Active Children Report**

**Policy Implications:** SBE# HRS-D-000

**Presenter(s):** Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy School)

**Description:**

Each LEA is to submit its Healthy Active Children Policy (HRS-D-000) Report to DPI annually, on August 15<sup>th</sup>. The summative report is presented to the State Board of Education for information and discussion each year. The report includes information regarding School Health Advisory Councils, minutes of physical activity, minutes of physical education, recess, Coordinated School Health Program status and trend data since the 2003/2004 school year (beginning next year, changes reflecting the Whole School, Whole Community, Whole Child Model will be assessed). This report represents results from the 2015/2016 school year.

**Recommendations:**

It is recommended that the State Board accept the Healthy Active Children report.



**Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby noted staff presented a comprehensive report on this item during the HRS Committee meeting on Wednesday.
- There was no further discussion.

***DISCUSSION***

**HRS 2 – School-Based Mental Health Initiative**

**Policy Implications:**

**Description:**

**Objective 5.2:** Promote healthy, active lifestyles for students

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school. The North Carolina School Mental Health Initiative (NC SMHI) was established as a multi-disciplinary interagency partnership with broad representation consisting of public educators, community-based mental health clinicians, lawyers, advocates, university faculty, and parents. This purpose-driven and outcome-oriented partnership began its work by establishing a clear mission and mutually agreed upon definition of mental health services.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Recommendations:**

The State Board of Education is asked to discuss and consider approval of a new policy to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services

**Discussion/Comments:**

- HRS Committee Chair Tricia Willoughby noted staff presented a comprehensive report on this item during the HRS Committee meeting on Wednesday and will vote on this item in March.
- There was no further discussion.

**BUSINESS OPERATIONS COMMITTEE MEETING  
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

***ACTION ON FIRST READING***

**BSOP 1 – Mathematics and Science Partnership (MSP) Grant**

**Policy Implications:** SBE# TCS-O-001

**Description:**

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Objective 3:** Use State and federal funding according to State and federal laws and State Board of Education policies

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

**Description:**

Title II, Part B, Sections 2201-2203 of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001 (P.L. 107-110) describes the Mathematics Science Partnership (MSP) Program of NCLB. MSP grants are provided on a competitive basis to Local Education Agencies (LEAs) with demonstrated need in mathematics and science. Local Education Agencies must propose a program of professional development in partnership with Mathematics and/or Science Departments in Institutions of Higher Education. Grants are given for one year, with the possibility of renewal for two subsequent years.

**Recommendations:**

The State Board of Education is asked to amend previous grant approval submitted at the June 2016 SBE meeting of continued funding of this project (Brunswick County) for the amount stipulated in the attachment.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion by Dr. Jennifer Curtis during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

<i>Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Tricia Willoughby, the State Board of Education voted unanimously to approve the Mathematics and Science Partnership (MSP) Grant as presented. (See Attachment BSOP 1)</i>
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***ACTION ON FIRST READING***

**BSOP 2 – Report to the North Carolina General Assembly: Study of Costs and Effectiveness  
Associated with North Carolina Pre-Kindergarten Slots**

**Policy Implications:** Session Law 2016-123

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objectives:**

1. Increase the cohort graduation rate
2. Graduate students prepared for post-secondary education
3. Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
4. Reduce the percentage of students needing remediation in postsecondary education
5. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

**Goal 5:** Every student is healthy safe and responsible

**Objectives:**

6. Create and maintain a safe and respectful school environment
7. Promote healthy, active lifestyles for students
8. Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mr. John Pruette (Executive Director, Office of Early Learning)

**Description:**

During its 2016 legislative session, the North Carolina General Assembly modified special provision language (Session Law 2016-123) in the budget bill (Session Law 2016-94) requiring the Department of Health and Human Services (DHHS) to work in consultation with the Department of Public Instruction (DPI) to “study the costs and effectiveness associated with funding slots for the NC Pre K program.” Findings and recommendations, including any legislative proposals, shall be reported by DHHS to the chairs of the House Appropriations Committee on Health and Human Services and the Senate Appropriations Committee on Health and Human Services and the Fiscal Research Division on or before February 1, 2017.

**Recommendations:**

It is requested that State Board of Education members accept the report and included recommendations.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn recognized Mr. John Pruette to lead the presentation on this item.
- Mr. Pruette reported on the third of three reports required by the General Assembly to be done by Department of Health and Human Services (DHHS) in collaboration with DPI. This report focuses on the study of cost and the effectiveness associated with NC Pre-K slots. Mr. Pruette stated that the percentage of students served in the Pre-K facility sites was 52% public schools and 48% in Head Start and private settings.
- Mr. Pruette reported that private child care programs are receiving from NC Pre-K an allocation of about \$626 per month or \$6200 per year. He stated that after looking at the study, a range of monthly funding was revealed with Head Start Programs ranging \$150 per month to \$650. Mr. Pruette stated that one of the main drivers of cost for child care is teacher salaries. Yet, average teacher salary in the private sector was found to be significantly below that of both public schools and Head Start. He added that without paying adequate salaries many teachers leave the NC Pre-K classrooms housed in the private sector and move into the public school system, creating a constant pressure on the program.
- Mr. Pruette explained how Pre-K Administrative cost are facilitated across the state. He stated that they are capped at 4% of the local contractor’s total allocation. Mr. Pruette shared that one issue related to administrative costs may be thinking about defining a more specific role for the administrative agency in the program to bring more consistency state-wide.
- Mr. Pruette spoke to the evidence of profound program effect on children served per multiple longitudinal studies and added as a result, the economic return on investment has been determined as high as \$16 for every dollar invested.
- Both Ms. Taylor and Ms. Willoughby agreed that this is undeniably a good investment.

- Mr. Collins asked if the amount of students currently eligible for services is less than the money provided for those students. He then asked do we have an idea state-wide. Mr. Pruette responded that the Division of Child Development does not keep a formal waiting list; however, they know what the request for participation is county by county and it far exceeds funding capacity. Mr. Collins asked what other states that have gone to a universal Pre-K program. How does that compare to North Carolina? Mr. Pruette replied that approximately 68% of the four-year-old population in Georgia is choosing to participate in their state funded universal Pre-K. North Carolina currently serves about 20% of its four-year-olds in state-funded pre-k.
- Mr. McDevitt stated that he would like to hear about the Apple Seed Foundation, and how it is focused on this population. Mr. Alcorn replied that in Rowan County, there are 6000 children, 0-4 years-old that cover category B, socioeconomically disadvantage. He stated that Rowan County has 600 Kindles that are called Apple Seed Readers, that are given free to the eight Head Start sites. Mr. Alcorn shared that Rowan County is doing a third program over the next year to see if it helps to prepare for the kindergarten entry. He added the goal is to eliminate remediation. He also stated that the Rowan-Salisbury School System can be the model for generational change in literacy and passing the third grade reading test.
- Dr. Bell stated that one impact that Pre-K, hopefully will have on schools, will be parental involvement.
- Mr. Alcorn stated that contracts are available for anyone who would like to review or have questions.

*Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Tricia Willoughby, the State Board of Education voted unanimously to approve the Study of Costs and Effectiveness Associated with NC Pre-K Slots as presented. (See Attachment BSOP 2)*

## EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING (Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

### ***ACTION***

#### **ES&P 1 – Policies on the Beginning Teacher Support Program: Mentor Requirements**

**Policy Implications:** §115C-296I; SBE Policy# TCP-A-004

#### **SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

#### **Description:**

NCDPI recommends a change to existing State Board of Education policy related to eligibility requirements for teachers serving as mentors in the Beginning Teacher Support Process (BTSP). On the recommendation of Local Education Agency Human Resource Directors across the state, NCDPI proposes to define and clarify eligibility requirements for mentors as established by State statute (GS §115C-296I). The policy changes also provide parameters for establishing and maintaining the mentor/beginning teacher relationship.

**Recommendation(s):**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion occurred on this item.
- There was no further discussion.

*Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to approve the Policies on the Beginning Teacher Support Program: Mentor Requirements as presented. (See Attachment ES&P 1)*

***ACTION ON FIRST READ***

**ES&P 2 – Recommendations from the Advisory Board on Requests for Exception from Teaching Licensing Requirements:** SBE Policy# TCP-A-021; TCP-B-009

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy TCP-A-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCP-B-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

Resources:

**Recommendation(s):**

Panel recommendations will be presented in closed session.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted Action on this item in Closed Session.
- There was no further discussion.

***DISCUSSION***

**ES&P 3 – Revisions to Policy on Renewing Continuing Licenses**

**Policy Implications:** SBE Policy# TCP-A-001

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**SBE Strategic Plan**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.1:** Develop and support highly effective teachers

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

NCDPI recommends changes to Section 1.20 – Types of Licenses of policy TCP-A-001. The current iteration of the policy has caused some confusion in the field, and the recommended changes are designed to clarify the State Board of Education’s position. Of primary concern is the type of Mandatory Improvement Plan that a teacher must complete in order to renew his/her license at the Initial level. Additionally, the policy recommends teachers that revert to an initial license due to performance issues be required to complete CEUs in order to convert to a continuing license.

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted staff presented a comprehensive report on this item during the ES&P Committee meeting on Wednesday and will return for a vote at the March meeting.
- There was no further discussion.

***DISCUSSION***

**ES&P 4 – JLEOC Report: Educator Preparation Report Cards**

**Policy Implications:** §115C 296 (b1)

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

In accordance with §115C 296 (b1), the SBE shall submit Educator Preparation Program Report Cards (formerly referred to as the IHE Performance Report) to the Joint Legislative Education Oversight Committee on an annual basis. Report cards are issued for Institutions of Higher Education (IHEs) with undergraduate programs, graduate programs, and school administration programs leading to teacher or school administrator licensure. Report Card data is based upon complete performance reports submitted annually by institutions of higher education to the North Carolina Department of Public Instruction. Educator Preparation Program Report Cards are available on-line here:  
<http://apps.schools.nc.gov/ihereportcards>.

**Recommendations:**

It is recommended that the SBE accept this report for submission to the General Assembly.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted staff presented a comprehensive report on this item during the ES&P Committee meeting on Wednesday and will return for a vote at the March meeting.
- There was no further discussion.

**DISCUSSION**

**ES&P 5 – Local Alternative Teacher Preparation Report**

**Policy Implications:** §115C 296 (b1)

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators

**Objective 1:** Develop and support highly effective teachers

**Objective 5:** Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research) and Dr. Lynne C. Johnson (Director, Educator Effectiveness)

**Description:**

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE), issues this Request for Proposals (RFP) for local alternative teacher preparation programs (LATP programs) as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 (House Bill 1030 Section 8.27.

See: <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>.

By March 15, 2017, The North Carolina State Board of Education (NCSBE) shall select up to five local school administrative units to participate in the program. An independent research organization shall report annually to the NCSBE beginning October 15, 2017. The independent research organization shall submit an initial report no later than October 15, 2020, to the NCSBE on the implementation and

evaluation of the LATP programs and shall submit a final report no later than October 15, 2022, to the NCSBE on all aspects of the implementation and evaluation of the LATP programs. The NCSBE shall provide the report to the Joint Legislative Education Oversight Committee by December 15, 2020, and by December 15 of each year thereafter through 2022.

One LEA has submitted proposals for funding under this program. Wake County Schools in partnership with the Central Carolina Regional Education Service Alliance has proposed a LATP program to prepare, support, and recommend initially licensed lateral entry teachers for continuing licensure.

**Recommendations:**

It is recommended that the State Board of Education approve the grant requests outlined in the accompanying documents.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted staff presented a comprehensive report on this item during the ES&P Committee meeting on Wednesday and will return for a vote at the March meeting.
- There was no further discussion.

**STUDENT LEARNING AND ACHIEVEMENT  
COMMITTEE MEETING  
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

***DISCUSSION***

***MOVED TO ACTION ON FIRST READ***

**SLA 1 – Council on Educational Services for Exceptional Children – Membership Vacancies**

**Policy Implications:** General Statute §115C-121.1

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

**Description:**

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the State in the education of children with disabilities.

Legislation requires that a majority of members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the State.

In accordance with State Board of Education policy, the Council has 27 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the



House, sixteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three vacancies: one (1) to represent Parents of Children with Disabilities; one (1) Local Education Agency General Education Administrator; and one (1) Charter School representative. The vacancies are due to appointment resignation, no longer eligible to represent the position, and/or term maximization. At the January meeting, the State Board of Education is asked to provide a recommendation to fill the vacancies. Membership requires the majority of members be parents of children with disabilities. The Council seeks recommendations with geographical diversity. Currently, the Sandhills and Northwest Regions are not represented. The Council also seeks recommendations with gender and race diversity.

#### **Recommendations:**

The State Board of Education is asked to submit recommendations to fill the vacancies.

#### **Discussion/Comments:**

- Committee Chair Dr. Oxendine noted that staff presented two nominees for this Council on Wednesday, and this item was moved to Action on First Reading.
- There was no further discussion.

<p><i>Upon motion by <u>Dr. Olivia Oxendine</u>, and seconded by <u>Ms. Rebecca Taylor</u>, the State Board of Education voted unanimously to approve the Council on Educational Services for Exceptional Children – Membership Vacancies as presented. (See Attachment SLA 1)</i></p>
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#### ***DISCUSSION***

#### **SLA 2 – Report to the North Carolina General Assembly: Career and College-Ready Graduates** **Policy Implications:** Section 10.13 of S.L. 2015-241

#### **SBE Strategic Goal**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
5. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

2. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Lisa Chapman (NC Community Colleges)

**Description:**

Section 10.13 of S.L. 2015-241, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program for implementation, beginning in the 2016-17 school year, that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners.

This program will be mandatory for high school students in their senior year who have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System will provide oversight for the program.

In working to design the program, the NCCCS and DPI are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college-ready graduate program. The team is composed of mathematics faculty, English/reading faculty, and statewide association representatives.

The team investigated programs in North Carolina as well as other states and identified four tenets essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the state-wide need.
3. The program should build on policies already in place as well as possible partnerships with work already occurring within the state.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

Wake Technical Community College was designated as the Lead College, via a competitive RFP process, to assist with coordination of community college/high school partnerships and organizing regional professional development. Nine model programs have been studied by NCCCS in 2016-2017 and have developed the draft report for the State Board of Education and State Board of Community Colleges review to submit to the Joint Legislative Education Oversight Committee by March 15, 2017.

**Recommendations:**

It is recommended that the SBE accept the report and approve its being transmitted to the General Assembly by the NC Community College System Office. The Department strongly supports a pilot year and feels areas of concern regarding the development and implementation of the final plan can be worked out in partnership with the Community College System office.

**Discussion/Comments:**

- Committee Chair Dr. Olivia Oxendine noted staff presented a comprehensive report on this item during the SLA Committee meeting on Wednesday and that it will return for a vote at the March meeting.
- There was no further discussion.

**NEW BUSINESS**

- **Career Readiness Initiative**
  - ❖ **Ms. JoAnne Honeycutt (Director, Career and Technical Education)**

Mr. Davis noted a thorough presentation from Ms. Honeycutt on this item.

- **Every Student Succeeds Act (ESSA) Update**
  - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
  - ❖ **Dr. Tammy Howard (Director of Accountability Services)**

Mr. Davis noted that the ESSA update was thorough and provided Board members with recent changes at the national and state level.

**CHAIRMAN'S CLOSING COMMENTS**

Under the Chairman's Remarks, Chairman Cobey thanked the Board members and advisors for their good work this month. He also thanked all staff for their work in preparing Board meetings, adding that it does not go unnoticed. Chairman Cobey reminded Board members that the Legislature will be in full swing over the next few months and that we need to remain nimble and accessible as we partner with Legislators on bills that will impact our public schools.

Chairman Cobey reiterated that Ms. Rachel Beaulieu will be departing from the State Board of Education next Friday, and noted that Mr. Ken Gattis will retire at the end of February. He also acknowledged another retirement that will certainly be felt in the coming months as the State Superintendent and the Board work to identify and hire a replacement for Dr. Rebecca Garland, our Deputy State Superintendent. Chairman Cobey stated that the Board cannot thank Dr. Garland adequately, and do not have enough time or the right words to let Dr. Garland know the depth of our appreciation. Chairman Cobey added that he speaks for all Board members in acknowledging Dr. Garland's expertise, leadership, her even-tempered approach to crises, and her advice that has been invaluable and on-target. He stated that Dr. Garland is a person who has given her life to public education.

Chairman Cobey reminded the Board, since many of the Board members were not here at the time, that Dr. Garland actually served as the Executive Director of the Board for several years, and that Ms. West succeeded her as the Assistant Executive Director before that when Dr. Garland left to work in Alamance-Burlington Schools in January 2002. Chairman Cobey shared that she will truly be missed,

but acknowledged that her time will be filled with very special family – her husband, her mother, her son and his family, including a special grandson named Theo.

Chairman Cobey also noted that, while he is sure that Dr. Garland’s plate will be full, he hopes she will have some time for herself also. Chairman Cobey offered a sincere thanks to Dr. Garland and her service to the Department, the State Board of Education, and most especially, to the State of North Carolina and its 1.5+ million school children. Dr. Garland was invited to pose for a photo with the Board and accepted a token of appreciation from the Board.

Following photographs, Dr. Garland reflected that she worked with four Board Chairs, four State Superintendents, including Superintendent Johnson, whom she has gotten to know over the past month, and 45 different Board members. She added that 45 each had different personalities and different passions. Dr. Garland has attended 180 Board meetings. She shared that those of you in the Department who keep asking her how she knows so much, her reply was, there is no secret sauce. She added that it comes from sitting through Board meetings, and added that Ms. Betsy West holds that number higher than she does. Dr. Garland noted that it did not count two Testing Commissions, the Compliance Commission and the Charter School Advisory Committee. She added the knowledge comes from listening and learning, because, believe or not, there were times when there was no internet and you had to listen, because, quite frankly, there was nothing else to do. Dr. Garland stated in addition, she was in school for 11 years, four years at UNC-Greensboro in undergraduate school, and she has had an educator license in NC for 46 years. That is 61 of Dr. Garland’s 67 years in public education. She stated, “I guess that makes me an expert.” Dr. Garland shared that in reflecting, she is a very strong proponent for public education, and feels that it changes children’s lives, and makes our state strong. She added that she believes that it is our best choice, but it just does not stay that way by itself.

Dr. Garland reflected back to Senator Howard Lee, former Board Chair, who was somewhat of an orator, that he would constantly remind the Board of our State Motto, “Esse Quam Videri”, which means, to be, rather than to seem to be. She stated that saying public education is the best choice, is only a mantra if we do not work at it. Dr. Garland ended by saying that it is the role of this Board, and the Department to make sure that it is strong and stays strong. She extended sincere thanks to the Board, and added that she has been humbled to have been given the opportunity and to be honored by the Board.

## **A TRIBUTE TO GAIL SYKES CLAYTON**

Mr. Collins asked Chairman Cobey if he could take a point of personal privilege. Chairman Cobey approved without objection. Mr. Collins thanked the Board for allowing him a point of personal privilege so that he could acknowledge the passing of an educator and a friend.

Gail Sykes Clayton was a teacher and coach at East Forsyth High School in Kernersville, North Carolina. Recently retired, she succumbed to an illness and died this month at the age of 68. She is survived by a husband, four daughters and a number of grandchildren.

Gail was a native of New York, but was a proud graduate of East Carolina University. She was a trailblazer in women's sports. As a nationally acclaimed golfer, she won several national championship tournaments and is a member of the East Carolina Athletic Hall of Fame.

Her most noteworthy accomplishments are not acknowledged by trophies or awards. Instead they are represented by a host of former students who now, as adults, are citizens, parents, friends and mentors of others, who from time to time pause and remember the life lessons she taught them while in her charge.

I first met Gail while serving on the Winston-Salem/Forsyth County Board of Education. She constantly advocated for her students. You see her students were often ones that were rarely noticed. They were often the lonely, the left out, the confused, the discouraged. They were the students who did not easily fit into regular classes and programs at a busy high school. She embraced these students. She learned their names, and their family circumstances. She designed classes and modified curriculum for their success. She made sure they graduated. She shared their dreams, their hopes and their tears. And when they no longer believed in themselves, she assured them that she, nonetheless, was going to believe in them.

What Gail did was not especially unique. In some small way all teachers exhibit this capacity and this effect upon their students. But in reflecting upon the teaching and coaching career of Gail Clayton, I am not sure how we measure the impact she had on her students. There is no test score which can measure the impact of a teacher whose daily task was dedicated to loving the lonely, encouraging the disheartened or creating a learning environment that celebrated the dreams of children who were otherwise lost in the busy fabric of a large high school.

Not only do I note her passing to celebrate a life well lived, but I tell you her story to remind you that not everything in education that can be measured really matters. Those things that really matter may not be capable of being measured at all.

Well done faithful servant. Well done indeed.

Mr. McDevitt stated if the Board, at the appropriate time, would adjourn in memory and honor of Ms. Gail Clayton. Chairman Cobey stated without objection the tribute would become part of the minutes, and a letter would be sent from the Chairman and the Superintendent.

## **CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

*Upon motion made by Vice Chairman A.L. Collins and seconded by Mr. Reginald Kenan, the Board voted unanimously to go into Closed Session to consult with our attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following case:*

➤ *State Board of Education v. The State of North Carolina*

Chairman Cobey reminded everyone on-line and in the audience that immediately following closed session we will go back into open session and immediately adjourn.

Education Building, Raleigh	Thursday, February 2, 2017	Board Room, 9:00 AM
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## **ADJOURNMENT**

Indicating no other business, Chairman Cobey requested a motion to adjourn.

*Upon motion by Mr. Reginald Kenan and seconded by, Mr. Wayne McDevitt, Board members voted unanimously to adjourn the February 2, 2017, meeting of the State Board of Education.*